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# Salve Regina University Undergraduate Catalog 1994-1996

Salve Regina University

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# **SALVE REGINA UNIVERSITY**

*Newport, Rhode Island*

**1994 – 1996**

**UNDERGRADUATE CATALOG**





# **SALVE REGINA UNIVERSITY**

NEWPORT, RHODE ISLAND 02840-4192

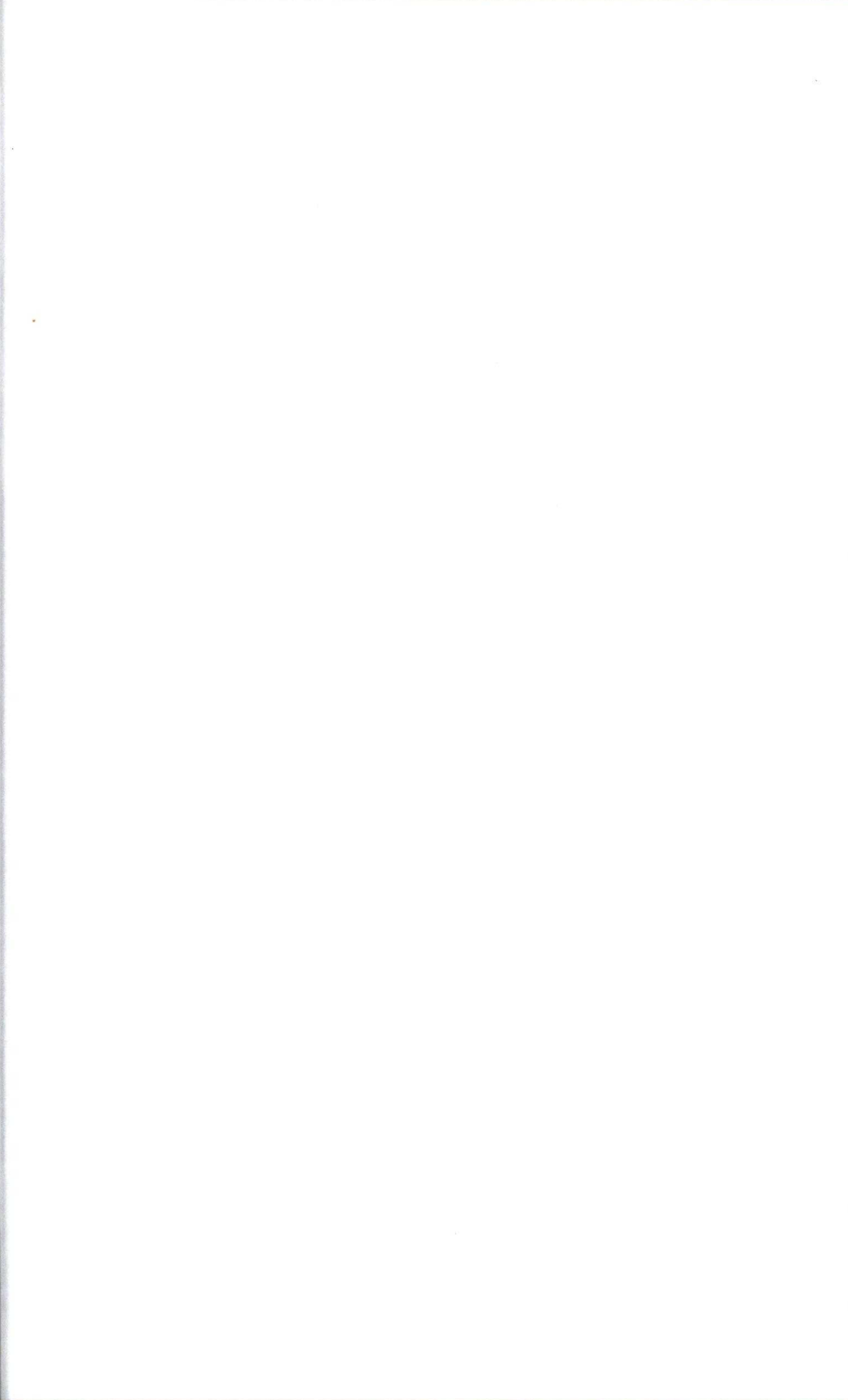
A Coeducational University  
of Arts and Sciences



1994 - 1996

*Undergraduate Catalog*

Salve Regina University does not discriminate on the basis of age, sex, race, religion, color, national or ethnic origin, or handicap in the administration of its admissions policies, educational policies, or financial aid programs.



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**INTRODUCTION  
AND  
GENERAL INFORMATION**



*Immanence*, by Rhode Island artist Paul Cavanagh, is located on the main floor of the McKillop Library.

## **BRIEF HISTORY AND GENERAL DESCRIPTION**

In 1934, the State of Rhode Island granted a charter to form a corporation named Salve Regina College. The Charter was amended in June, 1991, to effect the change of the name of the Corporation to Salve Regina University. Organized under the sponsorship of the Sisters of Mercy, Salve Regina was established as an independent university in the Catholic tradition of education, which acknowledged the critical importance of higher education for women and for men. The efforts of its founders became visible in 1947 with the acquisition of the property that enabled the University to welcome its first class of 58 students.

The undergraduate academic programs include a strong liberal arts base and thirty-five concentrations in the arts, the sciences, management, business, information systems, nursing, education, and social work. Since the early seventies, the University has offered programs leading to the master's degree, and the Certificate of Advanced Graduate Study. Thus, the curriculum presently provides opportunities for over fifty areas of concentration leading to an Associate, Bachelor's, and Master's degrees, and the Certificate of Advanced Graduate Study. In 1990, the University initiated a humanities program leading to the doctoral degree.

The University, which is located in Newport, Rhode Island, is presently serving approximately 2,200 men and women from 50 states and 10 foreign countries. Alumni number over 10,000. Purchases, gifts, new construction, and the availability of property for University use in the Ochre Point section of Newport have enabled the University to develop in such a way as to accommodate changing educational needs.



## **MISSION AND OBJECTIVES**

All members of the University community—administrators, faculty, staff, and students—must be aware of the mission and the objectives of the University since participation in the University involves a willingness to work within the context of this mission and these objectives.

The mission of the University is to assist students to find truth, to help them become their own best selves, and to encourage them to help others become their own best selves. Our objective is to help students with respect to their ultimate goals and dignity as persons and simultaneously with respect to their working for the good of those societies in which, as members, they will participate and in whose responsibilities they will share. To develop the art of critical thinking, to refine, to clarify, and to deepen this art within the context of Catholic values is the aim of the curriculum.

The University continually works at establishing a curriculum that will help the students to cultivate their intellects, to ripen their capacities for right judgments, to deepen their knowledge and understanding of their cultural heritage, to develop further their sense of what is good, to prepare for specific professional goals, to prepare themselves for family, professional, and civic life, and to integrate the whole of the educational pattern within a permeating knowledge of God and the relation of all things to God.

The University recognizes its commitment as an intellectual community to serve directly the larger community within which it operates as far as its capabilities allow.

## **UNIVERSITY EXPECTATIONS OF STUDENTS**

Students are expected to become their best selves and to work consciously toward bringing forth the best in others. It is expected that students clearly understand that while they are enrolled in Salve Regina University, they bear our name. All behavior, therefore, must reflect this reality in the social, civic, educational, and living environments in which they find themselves. The University is committed to providing the opportunities to become educated. The student is expected to be committed to taking advantage of the opportunities provided.

Students are expected to be involved in the educational process that extends beyond the classroom as students design, create, and participate in educational opportunities with and for other members of the University and civic community. The commitment to and involvement in the educational process at the University means that all aspects of human living are to be viewed as opportunities to teach, to learn, and to grow. Students are expected to show care and concern for their own lives and their own future, but they are also expected to reach beyond themselves and to exhibit care and concern for others.

## **ACCESSIBILITY OF PROGRAMS AND SERVICES**

In compliance with Section 504 of the Rehabilitation Act of 1973, Salve Regina University is committed to making its services and programs accessible to all students. Salve Regina University is committed to providing an educational experience that is both academically and personally fulfilling.

The Office of the Dean of Students is responsible for coordinating assistance for all students with special needs. Students seeking assistance are required to contact this office and provide current documentation of their needs well in advance so that appropriate assistance and consideration may be given to enable program accessibility. The Office of the Dean of Students is located at the Wakehurst Campus Center, Salve Regina University, 100 Ochre Point Avenue, Newport, Rhode Island 02840, telephone number (401) 847-6650, extension 2206.

The University assists all students in obtaining the services they need to access quality education. This is done in the following ways: assisting with Admission, Registration, Financial Aid and Bursar procedures; course scheduling in accessible academic buildings; appropriate housing; special assistance made available to students who evidence such needs; reasonable accommodations by faculty and staff to bring services to the students as needed; and provision of information about laws, regulations, and rights as they pertain to students with disabilities.

## **ACCREDITATION AND MEMBERSHIP**

The University is accredited by the New England Association of Schools and Colleges, Inc. The National League for Nursing accredits the Nursing Program, which is approved by the Rhode Island Board of Nurses Registration and Nursing Education. The early childhood, elementary, secondary, and special education programs are interstate-approved, and students completing these programs have certification in approximately thirty-six states. The Social Work Department offers a baccalaureate program accredited by the Council on Social Work Education. The Visual Arts programs are accredited by the National Association of Schools of Art and Design.

The University is a member of numerous organizations concerned with the advancement of higher education, including the Association of American Colleges, American Council on Education, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admission Officers, College Entrance Examination Board, Council for the Advancement and Support of Education, National Association of College Admissions Counselors, National Catholic Educational Association, Association of Catholic Colleges and Universities, Mercy Higher Education Colloquium, Association of Mercy Colleges, Council on Social Work Education, and Council for the Advancement

of Small Colleges. The University is a member of Division III of the National Collegiate Athletic Association and the regional subdivisions of this organization.

## **THE CAMPUS**

The University is located on the Cliff Walk, overlooking the Atlantic Ocean in historic Newport, Rhode Island. Its scenic campus which combines a unique combination of gardens and horticultural attractions with a blend of historic and modern architecture is within walking distance or a short bike ride from the center of Newport.

The airport in Providence is less than an hour away, and Logan Airport in Boston is a ninety-minute drive from Newport. The University is easily accessible by interstate highways from Providence, Boston, New York, and Cape Cod.

## **ADMINISTRATIVE FACILITIES**

The Academic Advising, Admissions, Business, Financial Aid, and Registrar Offices are located in Ochre Court, the main administrative building. These offices are open 8:00 a.m. to 5:00 p.m. daily, Monday through Friday.

## **ACADEMIC FACILITIES**

Classrooms, laboratory facilities, and faculty offices are concentrated in eight buildings: O'Hare Academic Center, McAuley Hall, Angelus Hall, and Marian Hall on Ochre Point Avenue; Mercy Hall on Lawrence Avenue; Cecilia Hall on Ruggles Avenue; and Tobin Hall and Miley Hall on Webster Street.

## **ACADEMIC COMPUTER LABORATORIES**

The University has four state-of-the-art academic computer labs in O'Hare Academic Center which serve students and faculty. The workstations in each lab are linked in a local area network which supports formal teaching and curricula objectives and individual learning needs. Where appropriate, these local area networks connect to a host computer for student and faculty use. The computer laboratories are available to students and faculty seven days a week. Programs are designed for all new students to ensure basic computer skills. The University schedules other workshops, classes, and programs in the laboratories to maximize the use of facilities and ensure availability of resources.



## **THE MCKILLOP LIBRARY**

The McKillop Library provides seating for over 450 people, volume capacity for 230,000 holdings, computer research laboratories, and publishing services.

On-line public access catalog and circulation systems are available to the University community. The Library has made CD-ROM databases and the expanded Academic Index available to Library users as well as to off-campus users.

The Library provides facilities for students to develop their research skills. It has incorporated state-of-the-art research tools, including Internet, appropriate for a library that supports graduate studies and research needs.

The McKillop Library is a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL). Use of CRIARL and other lists of serials enables faculty and students to find journals, which may then be requested through interlibrary loan. As a member of Rhode Island Interrelated Library Network (RHILINET), a multitype statewide library consortium for interlibrary cooperation and services, the Library enjoys daily delivery service, provided by the Department of State Library Services, to satisfy patrons' requests. Other materials not held by CRIARL member libraries are available through the OCLC interlibrary loan system to which the University belongs.

The Library is a United States Government Documents Depository Library. The Library selects documents relevant to academic programs and integrates them into the collection by cataloging them according to the Library of Congress classification system.

## **MARIAN HALL, TOBIN HALL, AND MCAULEY HALL**

The offices of the Education department faculty are in Marian Hall. The English department faculty have offices in Tobin Hall. McAuley Hall has classrooms, a lounge, and the offices of Undergraduate and Graduate faculty.

## **SPORTS FACILITIES**

On the grounds of the University are located tennis courts, outdoor track, soccer, baseball, field hockey, football, and softball playing fields. The Athletic Office on Lawrence Avenue is adjacent to Reynolds field. The Campus Fitness Center is in Miley Hall on the garden level.

## **RESIDENTIAL FACILITIES**

Residential opportunities are provided by the University. Miley Hall, the largest residential complex, includes the dining hall, the fitness center, the Chaplain's Office, the Academic Development Center, and the Office of Safety and Security. Watts-Sherman and Carey, as well as Founders Hall, Narragansett Hall, Conley Hall, Ochre Lodge, and Moore Hall are mansions and large homes that have been converted into dormitories. Reeve Hall and Hunt Hall are the two most recently constructed residences. Several small houses, which accommodate from five to fifteen students, are also used as university residences.



## Introduction & General Information

Housing is limited to space available, and students admitted to the University are not guaranteed housing. Housing is assigned, while space remains, after the University receives a signed residence hall contract and the room commitment fee. Students in residence must also be full-time students. For additional information, see the Residence Hall Handbook.

Students in residence are expected to be committed to creating and enhancing an atmosphere which is suited to study and to participate in the higher educational process. Living in a residence hall is considered a privilege.

### **NORTH AND SOUTH HALLS**

Health Services, Counseling Services, and the Career Development Center are located in the North and South Hall complex. North Hall and South Hall are conveniently located across from Miley Hall.

### **WAKEHURST CAMPUS CENTER**

Wakehurst Campus Center is located at the center of the campus, next to the Library. The bookstore and mailroom are on the lower level of this building. On the first floor are located the Activities Office, the Bookstore Boutique, the Global Café, and the Conference Center Office. Student Services are located on the second floor.

## **UNIVERSITY LIFE AND DEVELOPMENT**

The entire University community is committed to developing and maintaining educational opportunities that will support and enhance the mission and objectives of the University and the education for service to others. Administrators, faculty, staff, and students are expected to engage in, actively support, and continually develop academic experiences that will affect the quality of life. University Services, Campus Ministry, and all activities and organizations must, in some concrete way, enhance the educational opportunities at the University, reflecting continually the philosophy of the University. No activity may take place under the sponsorship of the University that is inconsistent with its philosophy.

## **UNIVERSITY SERVICE AREAS**

### **EDUCATIONAL SUPPORT SERVICES**

#### **CAMPUS MINISTRY**

Campus Ministry is an apostolate of service to the entire community. It is an essential aspect of university life because it flows from and concerns itself primarily with the very nature of the University—fostering and strengthening a community of faith, proclaiming the Gospel and its values, celebrating the life of the community, calling all its members to a deeper awareness and experience of their responsibilities in service to one another. The Campus Ministry office is located in the Gatehouse.

#### **ACADEMIC ADVISING**

The educational service area of Academic Advising offers matriculated students continuous assistance in planning appropriate programs of study. The Office of Academic Advising is responsible for designing, implementing, maintaining, and evaluating the systems which insure the effective functioning of the Academic Advising process. All new students are assigned faculty advisors upon entering the University. Course selection, long-range educational and career goals, and academic concerns are issues advisors address. Upon completion of the Intent to Major process the student is assigned a faculty advisor from the department of choice. However, it remains the student's responsibility to read, to understand, and to fulfill the academic requirements as stated in the University's Catalog, Academic Advising Handbook, and Departmental Handbook.

#### **THE ACADEMIC DEVELOPMENT CENTER**

The staff of the Academic Development Center assists any students having difficulty in mastering their course work. Individual and group tutoring is available in a variety of subject areas at no cost to matriculated students of the University. Student tutors, recommended by their Department Chairs, share their talents with those in need of special assistance. The Center works closely with the Faculty and Academic Advisor to provide immediate support to any student seeking assistance. Students wishing special accommodations or modifications are responsible for describing their needs. Students should disclose any learning disabilities and provide official documentation as soon as possible.

Students with learning disabilities or exceptional circumstances should be particularly aware of the following services that are available to all students: small classes which promote individual communication and assistance; faculty who may be able to provide individual students with other services on an "as needed" basis; a Center designed to assist, recommend, and guide students experiencing difficulty with general study skills, time management, or specific course content; auxiliary services including enlarged type for printed tests, quizzes, etc., and tape recording of class lectures with the instructor's

## Introduction & General Information

permission. Notetakers, oral examinations, and untimed testing can be arranged for those in need. In addition, help is available in identifying external agencies that may be of assistance. All students, however, remain responsible to fulfill the University's academic policies, procedures, and general educational course requirements.

### **MUNROE CENTER**

The Munroe Center is a restored 1890 stable housing 20th century technology and is the nucleus of the information systems for the University. The Information Systems offices and the Vice President for Administration are located in the Munroe Center. Every major building on the campus has been or will be connected to the host system by fiber optic cabling. The Center is named after the late Martin Munroe, his wife Rita, and their family.

### **REGISTRAR'S OFFICE**

The Registrar's Office maintains the official transcript for each student. Classroom assignments, registration procedures, and course scheduling are also coordinated in this office. The Registrar's Office generates statistical data in accordance with the needs of the institution.

### **ACTIVITIES OFFICE**

The Activities Office seeks to contribute to the total educational experience of students by providing meaningful social and cultural activities to the entire community. Realizing that the academic environment of the classroom can be complemented with practical experiences, this office develops educational opportunities to identify, to develop, and to create activities for entertainment, learning, and socializing.

### **COUNSELING SERVICES**

The Counseling Office offers all Salve Regina students help with personal problems. The services include short-term counseling, crisis intervention, and community referral. The counseling provided is intended to assist individuals in removing the temporary barriers which occasionally arise in their lives. It is not intended to be long-term. Individuals requiring long-term treatment are assisted in making the necessary arrangements outside the University community.

### **HEALTH SERVICES**

University Health Services provides assistance to those needing temporary and short-term health care. In cooperation with community agencies, referrals are made and students are offered opportunities to seek full professional care. Advice is available regarding minor health issues, maintenance of proper health-care patterns, and community resources. All students must have a completed University Health Form on file in University Health Services. Services of physicians and nurse practitioners are available.

## **CAREER DEVELOPMENT CENTER**

The staff in the Career Development Center assists students with career planning for occupational and graduate school opportunities. Students are encouraged to explore possible careers. Assistance is given in writing resumes and in assembling a credentials folder. Other services include individual counseling, a recruitment program which brings outside employers to the campus, and a library of graduate school catalogs, reference books, and occupational information.

The Career Development Center is also responsible for the administration of the work-study program through which arrangements are made for students to obtain part-time and summer employment on campus or in local agencies.

## **FINANCIAL AID AND VETERANS' SERVICES**

The staff in the Financial Aid Office provides information to students regarding financial aid and assists them in the application process. Students are expected to meet deadlines, comply with regulations, and submit complete applications. All financial aid records are maintained by this office in compliance with government and University regulations. (See section on Financial Aid.)

The University is approved for Veterans' training and education and has designated the Financial Aid office to assist veterans with their integration into the educational process.

## **RESIDENCE PROGRAMS**

The University has an interest in providing housing for those students needing a convenient place to live and who are willing to create, by their actions, an atmosphere conducive to study. Students in residence must be attending classes on a full-time basis and are responsible for knowing and acting in accord with the University policies, procedures, and guidelines relating to residency as published in the Residence Hall Handbook and in other official publications. The Office also provides students, staff, and faculty assistance in finding off-campus rental properties.

## **INTERCOLLEGIATE ATHLETICS/CLUB AND INTRAMURAL SPORTS**

The University offers an extensive variety of programs on the intercollegiate, club, and intramural levels for both men and women. The intramural program is geared to the students' interest in team and individual sports on all levels of performance. These programs include flag football, field hockey, soccer, volleyball, basketball, softball, racquetball, and road races. Programs and events are introduced to meet popular interests as they develop. Salve Regina University is a member of the NCAA Division III and offers Varsity Athletic programs for men and women in Basketball, Cross-Country, Golf, Indoor/Outdoor Track and Field, Soccer, and Tennis. Men's Baseball, Football, and Ice Hockey as well as Women's Field Hockey and Softball are also sponsored. In addition, the University offers students the opportunity to participate at an organized competitive level on Equestrian and Sailing teams.



## **UNIVERSITY AUXILIARY SERVICES**

### **BOOKSTORE**

The University Bookstore provides a convenient place for students to obtain textbooks, class supplies, gifts, and personal articles. It is located in the Wakehurst Campus Center.

### **BUSINESS OFFICE**

The Business Office, located in Ochre Court, maintains the University's record of the financial transactions relating to individual students. Payments to the University from tuition fees and other financial obligations are made to this Office.

### **FOOD SERVICES**

All resident students are provided food services as part of the regular room and board agreement. Commuting students are also welcome to use the dining facility's services on a per meal, weekly, or monthly basis by making direct arrangements with the dining facility management. The dining facility is located in Miley Hall.

### **PUBLISHING DEPARTMENT**

The publishing production center located in the McKillop Library provides faculty, staff, and students with Mac desktop publishing and Xerox copying, duplicating, and binding services.

### **SAFETY AND SECURITY SERVICES**

The Safety and Security staff serve the on-campus community on a 24-hour basis and provide on-call emergency and routine assistance. Campus safety is considered a community effort. Each member of the community provides the first line of defense by following good safety and security practices. In addition, the residence staff enhances security efforts by providing in-dorm coverage and assistance. The Safety and Security Office is also responsible for issuing all ID cards and parking permits and for monitoring compliance with campus parking regulations. The Safety and Security Office operates the campus shuttle service from the onset of darkness until midnight each day the students are on campus.

## **UNIVERSITY ORGANIZATIONS**

All organizations, activities, and events must be consistent with the philosophy of the University. The University reserves the right to the final clarification of this philosophy as it applies to any organization, speaker, or event that claims sponsorship directly or indirectly. The utilization of grounds, facilities, or resources falls within this jurisdiction; other aspects include claims of sponsorship by support, design, or invitation of any segment, organization, group, or individual of the University.

## **STUDENT SENATES**

The University assumes that students meeting the stated expectations of the University are capable of and interested in participating in the education process through student senates. There are three formal structures for this involvement: the Student Life Senate, the Student Academic Senate, and the Student Housing Senate.

### **STUDENT ACADEMIC SENATE**

The purpose of the Student Academic Senate is to provide a student structure within the University community specifically interested in the academic interests of students. Concerned with promoting academic development and dedicated to the preservation and support of sound academic pursuits, the Student Academic Senate is the officially recognized student structure for the communication of the academic interest, concern, and needs of the student. Each senator works closely with a department chair.

### **STUDENT HOUSING SENATE**

The Student Housing Senate is a system of student participation within the residence program that operates under the direction of the Residential Life Director. The Senate consists of an Executive Board and House Senators who are elected members from residences. The Senate works with the Residential Life Director, the Residential Life Staff, and resident students to encourage and maintain a residence atmosphere conducive to the building of community living and the achievement of the residents' academic, social, and spiritual goals.

### **STUDENT LIFE SENATE**

The purpose of the Student Life Senate is to provide a student structure within the University specifically concerned with the social and cultural life of students. The Student Life Senate strives to develop and coordinate programs and events that will represent the needs and interests of the various constituencies of the University community. It is advisory to the Dean of Students.

## **DEPARTMENT ORGANIZATIONS**

### **ACCOUNTING CLUB**

The Accounting Club has been formed to enhance the student's preparation for careers in the field of Accounting. Activities include opportunities for both professional and social development through various workshops, panel discussions, invited speakers, and researching of relevant career information by members.

### **ADMINISTRATION OF JUSTICE CLUB**

The Administration of Justice Club has been formed to enhance the sense of community between the pre-service and in-service law enforcement students. The student explores career opportunities and seeks ways to assist the University and civic community with matters concerning the criminal justice profession.

### **ARTISTS' GUILD**

The Artists' Guild enables students to pursue their interest in the field of art through displays, shows, and activities.

### **ASSOCIATION FOR COMPUTER MACHINERY**

The purpose of the ACM is the advancement of the sciences and arts of information processing, promotion of the free interchange of information about the art of information processing, and the development and maintenance of the integrity and competence of individuals engaged in the practice of the sciences and arts of information processing.

### **BUSINESS ADMINISTRATION CLUB**

The Business Administration Club has been formed to enhance the student's preparation for careers in the field of Business. Activities include opportunities for both professional and social development through various workshops, panel discussions, invited speakers, and researching of relevant career information by members.

### **COUNCIL FOR EXCEPTIONAL CHILDREN**

The Council for Exceptional Children gives students an opportunity to study on an individual basis the physical, psychological, and emotional needs of exceptional children within an educational setting. This organization provides service to the community through a variety of projects sponsored by the students.

### **ECONOMICS AND FINANCE CLUB**

The club is concerned with the expansion of a more practical understanding of Economics and Finance through guest speakers and outside visits. It is our hope that the members become more at ease with the material they learn in classes and will develop an extracurricular interest in the subjects.

### **FRENCH CLUB**

Circle Francais and the Alliance Francaise are clubs sponsored by the Modern Languages Department for all those interested in the French language, customs, and traditions. Interested members plan and conduct events based on French customs and traditions. The French Club membership is extended to members of the larger civic community who possess an interest in this field. Membership thus affords the students opportunities to develop academic awareness, increase language skills, and engage in educational programs designed in conjunction with other students and a wide variety of professionals.

### **ITALIAN CLUB**

The Italian Club offers students the opportunity to learn more about Italian culture. The club also offers cultural and social events that everyone can enjoy. The club welcomes all students.

### **LEARNING UNLIMITED**

Learning Unlimited is a program that was developed for Salve Regina University students for volunteer teaching with special needs populations. A Salve Regina University student may choose to participate as a teacher with the option to register for a one-credit class or to serve as a volunteer, without earning academic credit, for a personally enriching experience.

### **MED TECH CLUB**

By uniting students and faculty who demonstrate an interest in the field of Medical Technology, the Med Tech Club becomes a welcome break in a rigorous academic routine. The club sponsors events and activities with enjoyable learning and social experience.

### **ORPHEUS SOCIETY**

Orpheus is the name given to the student organization that assists the choral music program at Salve Regina University. The name is taken from the Greek god of music. The Choruses perform an extensive series of concerts throughout the year as well as participate in many University functions. Some groups go on tour.

### **SPANISH CLUB**

The Spanish Club offers cultural and social events that enable the students to practice the language with Spanish-speaking people from Spain and Hispanoamerica.

### **STUDENT NURSE ORGANIZATION**

This organization offers nursing students opportunities that stimulate professional growth. Through volunteer health-care programs, the members contribute to both the civic and the university communities. The organization works closely with the University Health Services, particularly in helping with the University Blood Drives, and, at the same time, maintains close association with the Nursing Department.

### **THEATRE COMPANY**

Theatre Company is responsible for all main stage productions as well as laboratory workshops in theatre. Students actively involved in this organization fully participate in all aspects of the University theatre program.



## HONOR SOCIETIES

The University recognizes that individual students, while participating in the higher educational process, excel in a variety of ways. To recognize this excellence the University encourages and supports Honor Societies to which students are elected because of their outstanding accomplishments.

### **DELTA EPSILON SIGMA**

Delta Epsilon Sigma is a national scholastic honor society whose purpose is the recognition and encouragement of high scholarship among students and graduates of Roman Catholic liberal arts colleges and universities. The specific aim of the society is to create and sustain an intellectual and cultural milieu on campus and in life wherein each individual may realize the intellectual potential that is his or hers, and to contribute to Christian culture.

### **LAMBDA TAU**

The National Medical Technology Honor Society, Lambda Tau, recognizes students who demonstrate outstanding scholarship, integrity, service, and commitment to Medical Technology. The Salve Regina University Chapter of this Honor Society is Beta Xi.

### **PI DELTA PHI**

The National French Honor Society, Pi Delta Phi, recognizes students who demonstrate outstanding scholarship, awareness and understanding of French culture, and eagerness to stimulate activities leading to a deeper appreciation of French culture.

### **PI SIGMA ALPHA**

The National Political Science Honor Society, Pi Sigma Alpha, recognizes students who attain high standards of scholarship and academic distinction both in Political Science and in the sum total of their academic work. It is the aim of the Society to stimulate productive scholarship and intelligent interest in the subject of government.

### **PSI EPSILON DELTA**

Psi Epsilon Delta recognizes students who demonstrate excellence in the study of Psychology. The society seeks to encourage students to actively pursue their interests in this discipline and provides additional support and guidance for students pursuing a career in Psychology.

### **SIGMA DELTA PI**

The National Spanish Honor Society, Sigma Delta Pi, recognizes students who excel in their understanding and appreciation of Spanish culture and language. Salve Regina founded the first chapter in the state of Rhode Island in 1965.

## **SIGMA PHI SIGMA**

The Salve Regina University Honor Society is the National Honor Society, Sigma Phi Sigma, which recognizes students who have demonstrated outstanding scholarship as well as fidelity and service to the University.

## **THETA ALPHA KAPPA**

Theta Alpha Kappa is the National Honor Society for Religious Studies. The Society seeks to encourage student interest and scholarship in the discipline of Religious Studies.

## **VERITAS**

Veritas is the Honor Society of philosophical inquiry for students who wish to participate in inquiries, debates, and forums related to philosophical ideas.

# **UNIVERSITY PUBLICATIONS**

## **UNDERGRADUATE CATALOG**

The Salve Regina University Undergraduate Catalog is published once every two years. Intended primarily for use by both prospective and current students, the catalog contains general information about the educational process, course offerings, and the environment of the University. It is not intended to be used in isolation from other more specific administrative and departmental publications and statements that are issued from time to time to the University community. Students are expected to assume responsibility for obtaining current information and acting in accord with it as it becomes available.

## **REPORT FROM NEWPORT**

REPORT FROM NEWPORT is a newsletter published every two months by the Office of Public Information. The publication offers news of University events and news relating to students, faculty, staff, and alumni. REPORT FROM NEWPORT is distributed to the entire Salve Regina constituency, including students, alumni, parents, faculty, staff, and supporters of the University.

## **WHAT'S GOING ON?**

WHAT'S GOING ON is prepared by the Activities Office and is published every two weeks during the academic year. WHAT'S GOING ON contains news about upcoming campus events and items of general interest. Its purpose is to keep the University community informed about events and activities offered by various departments. This publication includes news about sports, dances, trips, social events, concerts, plays, musicals, lectures, and other special events sponsored by student clubs, organizations, and senates.

## **SCHEDULE OF CLASSES**

Each semester a schedule of classes is published which contains information about course offerings, schedules, and fees. New booklets are prepared prior to each registration term and the Summer Sessions to update the University catalog and departmental handbooks. The University has the right to make changes in the Schedule of Classes as required.

## **HANDBOOKS**

Several administrative and academic departments distribute handbooks that outline material about the specific policies and procedures within their area. Students and staff are expected to become familiar with those publications related to general campus life and their particular situation. Handbooks are intended to supplement the University catalog and are not to be read in isolation from other University publications.

## **ACADEMIC ADVISING HANDBOOK**

The Academic Advising Handbook is published to provide students with a guide which will serve as a reference manual to be used during the course of their affiliation with the University. A recommended four-year plan of study for each major is provided along with admission-retention requirements for each department. The handbook is given to students during their freshman year and corresponds with the requirements they will need to graduate in their chosen major. The University reserves the right to make changes to the proposed plans when it is in the best interests of the department and the University. It remains the students responsibility to read, to understand, and to fulfill the requirements as stated in these handbooks.

## **RESIDENCE HALL HANDBOOK**

The Residence Hall Handbook, published under the direction of the Director of Residential Life, contains essential information regarding residence hall opportunities, policies, and procedures. Resident students are responsible for knowing the contents and acting in accord with them.

## **STUDENT INFORMATION HANDBOOK**

The Student Information Handbook, published under the direction of the Dean of Students, contains essential information regarding educational opportunities, policies, and procedures directly related to students. Students are expected to be familiar with its contents and acting in accord with them.

## **FACULTY MANUAL**

The Faculty Manual is a compilation of policies, procedures, and information relating specifically to faculty. It is frequently updated by means of notices to all faculty.

## **BULLETIN BOARDS**

Bulletin boards are placed in strategic positions throughout the campus. Students are responsible for the contents of official notices posted on the designated boards. Students must request permission from the Activities Office to display advertisements, notices, posters, and other materials.

## ADMISSIONS

Candidates for admission to the University are selected by a Committee on Admission. The qualifications of each applicant are evaluated by this committee so that students who give evidence of academic ability, intellectual curiosity, strength of character, motivation, and promise for personal growth and development are selected without regard to age, race, sex, creed, national or ethnic origin, or handicap. Requests for financial aid do not affect decisions on admission. Students are accepted into the University by the Committee on Admission and must later seek acceptance to a department.

The University utilizes a rolling admissions policy, which allows for applications to be filed throughout the year. Resident spaces are allotted on a first-come, first-serve basis, and residence halls are normally filled to capacity by April 1. Students seeking University housing are advised to complete the application process by March 1, in order to allow sufficient time for the decision-making and commitment processes to be completed.

### ADMISSION FROM SECONDARY SCHOOL

Although secondary school preparation may vary slightly, 16 units are strongly recommended:

	Units
<b>English</b>	4
<b>History</b>	1
<b>Foreign Language</b>	2
<b>Mathematics</b> ( <i>algebra, geometry, and one other</i> )	3
<b>Laboratory Science</b>	2
<i>(prospective nursing and medical technology students should have chemistry and biology)</i>	
<b>Electives</b>	4
<i>(not more than two courses in vocational subjects)</i>	

**Note:** Students who have not completed the recommended units may have to complete additional course work.

### RE-ADMISSION

All applicants for re-admission must apply to the Dean of Admissions for consideration. Students who have been withdrawn from the University and wish to re-apply are considered as regular transfer applicants and are subject to procedures designed for transfer acceptances as well as any new department guidelines. Academically dismissed students who re-apply must provide evidence of having successfully completed (with C or better) at least twelve (12) credits at another college during an interim period of at least one academic year since the time of their dismissal.



## **ADMISSION OF TRANSFER STUDENTS**

Transfer students should follow the procedure for regular application to the University. Candidates accepted with transfer credits are classified as freshman, sophomore, junior, or senior according to the number of credits accepted in transfer. Transcripts from high school, from all previous colleges, and from the college in which the student is currently enrolled must be forwarded to the Admissions Office. Records of any other work as an expected source of transfer credit must be submitted in support of the application. Transfer credits granted on enrollment will be sent after an evaluation by the Registrar. The University accepts credit for course work that does not duplicate another course for which credit is accepted, provided that course work carries a grade of C or above.

The student must meet the major and minor admission/retention departmental requirements and general university requirements. Transfer students must complete a minimum of thirty-six (36) credits at the University as well as other requirements necessary to earn a bachelor or associate degree.

## **SPECIAL ENTRY PROGRAM**

Recognizing that the older returning student may have particular concerns and needs which differ somewhat from those of the traditional college student, the University has designed a program to lead such students toward the realization of their educational goals. To this end, a Special Entry Counselor is charged with the responsibility to work with persons who are among the growing number of older students returning for undergraduate study. Assistance is provided in making the transition into the academic mainstream. The Special Entry Counselor is available by appointment through the Office of Admissions and should be sought at the initial stage of entry.

## **ADMISSION OF REGISTERED NURSES**

Registered Nurses follow the procedure for regular application to the University. They are admitted as transfer students, receiving transfer credits as indicated under the policies for transfer students. The Coordinator/Academic Advisor for R.N. students is available for guidance and assistance before, during, and following the admission process. After acceptance and matriculation, the R.N. applies for candidacy and full status in the Department of Nursing, in accordance with the department's requirements for all students pursuing the B.S. degree with a major in Nursing.

## **SPECIAL STUDENTS**

Students who have previously completed a baccalaureate degree program may apply to be accepted into the undergraduate degree program at the University. They are classified as Special Students and must, therefore, complete requirements of their major field of concentration, prerequisites to such course work, and the general education requirement in religious studies. As with all transfer students, a minimum of thirty-six credits in course work at the University must be completed.

## **APPLICATION PROCEDURES**

Applications for admission may be obtained by writing to the Admissions Office. Candidates for admission to the University must furnish evidence of completion or anticipated completion of a level of education equivalent to four years of high school. All candidates must furnish the following unless a waiver is obtained from the Dean of Admissions:

1. A completed application with the non-refundable fee of \$25.00.
2. An official transcript of high school work and rank in class.
3. Official transcripts from degree-granting institutions attended.  
(*transfers*)
4. Results of College Board Scholastic Aptitude Test (SAT).
5. Two letters of recommendation (*one must be a character reference*).

## **INTERVIEW**

Interviews are not required but are strongly recommended. If an interview is desired, an appointment should be made two weeks in advance. Every student applicant is encouraged to visit the campus during the application process.

## **ORIENTATION**

All students must attend an orientation program scheduled by the University.

## **EARLY ADMISSION**

Students of superior ability who have completed the requirements for a high school diploma may be accepted upon completion of their junior year.

## **EARLY DECISION**

The University will take early action on the application of any candidate who has established a superior academic record, who has achieved above average scores on the college board examinations, and who has been recommended by the secondary school. College Entrance Examinations should be taken prior to the completion of the junior year. The Early Decision candidate should file an application before November 1. Notification of acceptance under this plan will be sent by December 15.

## **FINANCIAL AID**

The University is genuinely concerned that the cost of higher education is a serious financial burden for many students and their families. The Financial Aid Office works with students and their families to assist them in resolving this problem. The University, within the limits of its resources, has attempted to establish a program of financial aid designed so that qualified students interested in attending the University may be able to do so.

The University does, however, subscribe to the principle that the primary responsibility for the financing of postsecondary education rests with the students and their families. Financial assistance from other sources is intended to supplement these efforts. The University willingly becomes a partner in these efforts when the family and/or the student alone are unable to meet the burden. Toward this commitment, the University annually commits funds to aid students.

### **STUDENT ELIGIBILITY FOR FINANCIAL AID**

To receive financial aid at Salve Regina University a student must:

1. Have filed the appropriate forms: the FAFSA (all students), the FAF, and the SRU Application for Financial Aid, the Financial Aid Transcript (transfer students only), and a signed copy of both the parents' and the student's federal tax return or statement of non-tax filing (all students); to include all schedules and W-2.
2. Be a citizen or permanent resident of the United States;
3. Be enrolled full-time or be accepted for full-time enrollment in a course of study; or
4. Be enrolled part-time (six (6) credits per semester) and be accepted as a candidate in a degree program;
5. Be making satisfactory progress toward the completion of his or her course of study;
6. Not be in default on a Federal Perkins Loan or a Federal Stafford Student Loan;
7. Not owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant.

In addition, all students who receive federal and/or state financial aid must sign a statement of educational purpose, a certification form, a draft registration compliance form. These documents are part of the student's file.

## FINANCIAL AID PROGRAMS

### TYPES OF AID

There are three principal types of aid available at SRU. The first is the scholarship or grant which does not have to be repaid. The second is the loan, which the student must pay back after leaving college. Most loans allow liberal repayment periods and low interest rates. The third kind of aid is part-time employment. The student is paid hourly and is expected to budget these earnings to meet education expenses. The Student Guide published by the U.S. Department of Education is a good source of information describing all federal aid programs. The guide is available in the Financial Aid Office.

### SCHOLARSHIPS

Inquires concerning the following scholarships should be directed to the Financial Aid Office, Salve Regina University, 100 Ochre Point Ave, Newport, RI 02840, 401-847-6650, extension 2137.

Each year *Presidential Scholarships* are awarded by the President at the Honors and Awards Ceremony. These are full tuition scholarships for the next academic year. One is awarded to the Sophomore who has earned a minimum of 48 credits and who has the highest cumulative grade point average at the time of the Honors and Awards Ceremony. One is awarded to the Junior who has earned a minimum of 80 credits and who has the highest cumulative grade point average at the time of the Honors and Awards Ceremony.

*The Providence Journal Charitable Foundation* awards are made annually from the Providence Journal Company. First preference must be given to children of Journal Company employees and its subsidiaries.

*Citizens Charitable Foundation* awards are made each year from the Citizens Savings Bank/Citizens Trust Company. Priority must be given to full-time children of Citizens Bank employees. If this criterion cannot be met, any permanent Rhode Island resident who demonstrates need, preferably a minority student or a student majoring in Accounting or Economics, is eligible.

*John Clarke Trust* provides an annual award for two full-time students who demonstrate need and who are pursuing a Bachelor of Science degree in Nursing.

*Fred M. Roddy Foundation Scholarship* awards are given to full-time students who demonstrate need and who are pursuing a Bachelor of Science degree in Nursing.

### ENDOWED SCHOLARSHIPS

*Franco P. Coli Endowed Scholarship*—Awarded to a theatre student in good standing with proven need.



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*Donaldson Endowed Scholarship*—Awarded to students in good standing studying abroad in Spanish-speaking countries.

*Eugene Farrell Endowed Scholarship*—Awarded to a student in good standing with proven need. *John Fuyat Endowed Scholarship* Awarded to a student in good standing with proven need.

*Goelet Endowed Scholarship*—Awarded to students in good standing with proven need.

*Nancy Hallas Endowed Scholarship*—Awarded to a student in good standing with proven need.

*Hearst Endowed Scholarship*—Awarded to minority students in good standing with proven need.

*Marquise Endowed Scholarship*—Awarded to a minority student in good standing with proven need.

*McCormick Endowed Scholarship* —Awarded to students in good standing with proven need.

*McKillop Endowed Scholarship*—Awarded to students in good standing with proven need.

*Sisters of Mercy Endowed Scholarship*—Awarded to students in good standing with proven need.

*Florence/Mary Sullivan Endowed Scholarship*—Awarded to female students who are Newport County residents, and graduates of Rogers High School in their freshman year and every year thereafter, provided that they remain in good academic standing.

*Winter Family Foundation Endowed Scholarship*—Awarded to a student in good standing with proven need.

*Robert R. Young and Anita O'Keefe Young Endowed Scholarship*—Awarded to a student in good standing with proven need.

## OTHER AID PROGRAMS

### STATE PROGRAMS

Many states also offer financial assistance to students. These state programs may be in the form of grants, scholarships, work, or loans. Types of aid and eligibility requirements vary among the states. Specific program and application information on individual state programs may be obtained from the administrative state agencies themselves or from Salve Regina University.



### **ARMY ROTC SCHOLARSHIP**

Army Reserve Officers' Training Corps scholarships are available on a competitive basis to qualified students. Each scholarship recipient receives 80 percent of tuition, an annual book allowance, academic fees, and \$100 per school month. Scholarships are available for two-, three-, and four-year terms. In return for the benefits, scholarship winners enter into a contractual arrangement with the United States Army, agreeing to accept a Regular Army or Army Reserve commission as a Second Lieutenant.

### **ARMY ROTC TUITION ASSISTANCE**

Any qualified student who enters the Army ROTC Advanced Course and agrees to accept an Army Reserve or Regular Army commission as a Second Lieutenant receives a \$100 tax-free stipend for each school month during the Advanced Course. This stipend is given to all ROTC Advanced Course students and is not related to the Army ROTC Scholarship Program.

### **NATIONAL GUARD TUITION ASSISTANCE**

Members of the National Guard may qualify for state-sponsored tuition assistance programs. Students interested in this program should contact their Adjutant General's office. Members of the Army National Guard may also qualify for Army ROTC tuition assistance benefits under provisions of the Army ROTC Simultaneous Membership Program.

### **VETERANS ADMINISTRATION EDUCATIONAL BENEFITS**

Students should contact their local Veterans Administration if they feel they may be eligible for assistance in any of the following categories:

1. Children, spouses, widows, or widowers of veterans who died or were permanently and totally disabled in, or as a result of, service in the armed forces of the United States.
2. Children of servicemen or servicewomen missing in action or prisoners of war for more than 90 days.
3. Qualified veterans who were on continuous active duty for at least 181 days for a period after January, 1965, or people who are on active duty in the armed forces now.

Payments provided through federal and state programs to veterans and their dependents are considered available for educational expenses at a 100 percent rate.

### **PRIVATE PROGRAM**

Many private philanthropic organizations, foundations, and corporations provide scholarships, grants, loans, and employment opportunities. Local sponsors of such programs include service organizations such as Rotary, Kiwanis, Lions

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Club, the American Legion, and P.T.A. These sources represent significant resources to the student.

For this type of assistance, students generally apply directly to the potential donor, and usually there is a direct relationship between the student and the sponsoring organization.

### **VOCATIONAL REHABILITATION**

A vocational rehabilitation program is operated in every state to help disabled people return to productive activity. In certain cases the vocational rehabilitation agency will help a disabled student meet college expenses. If a student receives payments from Vocational Rehabilitation, Manpower Development, or from similar assistance programs, the full value of such payments is deemed available as a student resource.

### **SPECIAL NOTE**

Often students or their parents conclude that they are not eligible for financial aid and decide not to apply. Since rules, regulations, and requirements change each year, all students should apply. The time involved in completing the forms could pay a surprising dividend. Additionally, the student's eligibility status could change during his/her years of attendance. It is important to file a new application each year, regardless of the determination made in past years. A college education represents a financial partnership between the student and the parents and should be discussed thoroughly.

Although the Financial Aid Office tries to help students in financial need, there is never a guarantee that this will be accomplished. The rising cost of education automatically increases the number of students who need financial aid. Unless more funds are then made available, it becomes impossible to meet 100 percent of the students' estimated needs.

Moreover, students whose applications are submitted late must expect delays in aid awards and the possibility that funds may already have been exhausted.

Offers of aid are made on the assumption that the programs will be continued and that sufficient funds will be appropriated by Congress. If, for some reason, one or both of these conditions are not met, it will be necessary to withdraw or alter the aid offer. The submission of an application for financial aid does not guarantee the offer of an award or that the offer, if made, will not be canceled or altered.

### **RENEWAL OF FINANCIAL AID**

Renewal of financial aid is not automatic. Recipients are required to apply each year by the announced deadlines.

The Financial Aid Director reserves the right to reduce, increase, or otherwise adjust any financial aid for which it is responsible. For further information regarding any of the above financial assistance programs, write or call the Financial Aid Office at the University.

## **FINANCIAL INFORMATION - TUITION AND RESIDENCE FEES**

Tuition and fees are announced during the spring semester prior to the beginning of the academic year for which they apply. The University reserves the right to change tuition or any of the general or specific fees. All charges are payable in advance, and no registration is complete until full financial obligations are met by the students.

An appeals process exists for students or parents who feel that individual circumstances warrant an exception from published policy regarding charges or refunds. Such requests for reconsideration should be made in writing to the Chief Finance Officer.

Tuition and Residence expenses are published each semester in the Fall and Spring Schedule of Classes booklet. This booklet can be obtained through the Registrar's Office.

### **FEES ASSOCIATED WITH ADMISSION AND COMMITMENT**

#### **APPLICATION FEE**

This fee is assessed of everyone applying to the University in order to assist in defraying the costs of processing the applications and is not refundable.

#### **COMMITMENT FEE**

Payable upon acceptance to the University and non-refundable, this fee is assessed to assist in defraying the cost of entry processing of a student.

#### **ROOM COMMITMENT FEE**

The room commitment fee is required of all resident students prior to the reservation of living accommodations for an academic year. A commitment for housing must be for the full academic year. During the second semester of any academic year, one-half of this fee will be applied to the room and board charge for that semester. The balance of the fee will serve as a deposit against damages or fines incurred by the student at any time during residency. For loss of a key, either to a residence hall or a student room, the student will be charged a fee per key. If a student withdraws from residency at the end of any academic year or graduates and no charges have been incurred, the remainder of this fee will be refunded. If a student withdraws before the end of the contract, the room commitment fee will be forfeited.

#### **ORIENTATION FEE**

This fee is due with the Orientation Registration Forms and defrays the expenses for the required orientation of all new students.

## **FEES ASSOCIATED WITH REGISTRATION**

### **REGISTRATION PROCESSING FEE**

All part-time students are assessed a Registration Processing Fee. For those registering as full-time students, this fee is included in tuition charges.

### **COURSE CHANGE FEE**

Each course added to or dropped from a previous registration will accrue a fee. Exception will be made only when a student has been notified of the closure or cancelation of a course in which he or she is registered.

### **CREDIT BY EXAMINATION AND/OR LIFE EXPERIENCE**

Students who earn credit for a course by successfully passing a departmental examination or for learning achieved by life experience are required to register for the appropriate course and pay the established fee.

### **ART FEES**

Art fees are listed for specific courses in the Schedule of Classes Booklet, which is published in the Spring and Fall. **NOTE:** Art fees are not refundable after the first session of the course.

### **SCIENCE FEES**

Science courses with a laboratory generally have a lab fee for consumable supplies and maintenance costs. **NOTE:** Laboratory fees are not refundable after the first session of the class (lecture or laboratory).

### **COMPUTER SCIENCE/INFORMATION SYSTEMS SCIENCE FEES**

If appropriate, a fee is charged for specific courses in these areas. Check the registration schedule.

### **NURSING FEES**

Nursing courses, because of their instructional support, also charge fees.

### **LAB FEES**

If appropriate, a fee is charged for specific courses with which a lab is associated. Check the registration schedule.

### **PHYSICAL EDUCATION FEES**

Physical Education fees are listed for specific courses in the registration schedules. **NOTE:** Physical Education fees are not refundable after the first session of the course.

### **MISCELLANEOUS FEES**

#### **GRADUATION FEES**

This fee is assessed to assist in defraying the costs of graduation, such as file for degree processing, certification for graduation, diplomas, receptions, invitations,



and mailing costs. **NOTE:** Cap, Gown, and Tassels are ordered through the University Bookstore. These items are not included in the Graduation Fee, and students will be billed by the Bookstore for them.

### **TRANSCRIPT FEE**

Requests for transcripts to be sent within the University for purposes of academic advising or departmental admission are processed without charge to the student. All other requests will be processed at a charge of \$3.00 per transcript.

### **LATE FEES**

Late fees will be assessed for balances not paid on time. The fee will vary depending on how late the balance is paid.

### **NSF FEES**

The University will charge a student's account for each check returned by the Bank (i.e., "not sufficient funds" are available to cover the amount of the check).

### **COLLECTION AGENCY FEES**

The student/parent will be responsible for any costs the University incurs associated with the collection of a student's overdue account.

### **FAMILY DISCOUNT**

A family tuition discount of ten percent is granted to one student when two or more students from the same family are attending Salve in the same program at the same time (e.g., two in a full-time undergraduate program). The ten percent deduction is applied directly to the student's tuition account on a semester basis one-half each semester, for as long as multiple enrollment continues.

## **REFUND POLICY**

### **WITHDRAWAL FROM THE UNIVERSITY**

A student who withdraws from a course or from the University during or at the end of the semester or who plans a leave of absence must obtain an official withdrawal form from the Office of Academic Advising. The I.D. Card must accompany the withdrawal. The completion of the withdrawal process permits the student to apply for refunds and transcripts, provided all financial obligations are cleared. Tuition refunds are determined from the opening days of university class offerings to the date shown on the withdrawal form. Students are entitled to tuition refunds as follows:

- 100% before classes begin
  - 80% before the second week of the semester
  - 60% before the third week of the semester
  - 40% before fourth week of the semester
  - 25% before fifth week of the semester
- Thereafter, there is no tuition refund.

Specific dates are set each semester to coincide with these guidelines. Students should check the registration booklet for these dates.



## Introduction & General Information

The University offers applications for a Tuition Refund Insurance Plan which guarantees a tuition and room and board refund in cases of physical (100% reimbursement) and mental illness (60% reimbursement) at any time during the semester. This plan is independent of the University. Applications are mailed to all full-time students.

### **WITHDRAWAL FROM RESIDENCE HALLS**

Students who withdraw from the residence hall prior to the fulfilling of the room contract are not entitled to a refund for room charges or to a refund of the room commitment fee. They may apply for a board refund. This refund is determined on the pro rata basis for any month not begun on the board plan. **NOTE:** Students sign a room contract for a two-semester academic year and are responsible for the two-semester charges.

Students dismissed academically at the end of the first semester are entitled to a refund of all tuition and room and board fees which have been paid for subsequent semesters. Refund checks due students for every payment will be issued after at least 10 working days following the date a check has been deposited to a student's account.

All refund checks will be made payable to the student, regardless of who actually pays the student's tuition and fees. Only when the student is a minor is an exception allowed.

### **SCHEDULES, HOLDS, AND CANCELLATION**

At the discretion/option of the University, a student's schedule may be canceled before classes begin if satisfactory financial arrangements have not been made between the student and Business Office. The University reserves the right to place a hold on a student's record, grade, registration, and/or attendance at class or final examinations because of any unpaid financial obligations to the University.

### **METHOD OF PAYMENT**

All checks and money orders should be made payable to Salve Regina University; envelopes should be addressed to the Business Office. Visa and Mastercard may be used to pay all tuition and fees (the amount must be \$25 or more). Since the University's policy does not allow extension of time for tuition and fee payments the Tuition Management Systems Plan for budgeting and/or financing is available. The Business Office has complete information on this service.

If the check submitted to the University as payment for a student's tuition and fees is returned by the bank as uncollectible, the parent and/or student will be requested to replace said check with a "cashier's" bank check or money order. Replacement of a returned bank check with another personal (or company) check will not be acceptable.

Refund of Mastercard and Visa payments is as follows: Refund of payments for tuition and fees will be made by applying a credit to the Mastercard or Visa account. No refunds will be made by cash or check, regardless of the time between payment by credit card and date of refund.



**ACADEMIC PROGRAMS**  
**ACADEMIC POLICIES**  
**ACADEMIC PROCEDURES**

# **ACADEMIC PROGRAMS**

## **THE CURRICULUM**

As stated in the section Mission and Objectives, the aim of the curriculum is to provide students with the opportunity to develop the art of critical thinking, and to refine, to clarify, and to deepen this art within the context of Catholic values. The University continually works at establishing a curriculum that will help the students to cultivate their intellects, to ripen their capacities for right judgments, to deepen their knowledge and understanding of their cultural heritage, to develop further their sense of what is good, to prepare for specific professional goals, to prepare themselves for family, professional, and civic life, and to integrate the whole of the educational pattern within a permeating knowledge of God and the relation of all things to God.

The opportunities to accomplish these goals are provided through academic courses which are grouped into general education requirements, departmental requirements, and elective options.

The General Education component of the curriculum, which is required of all students, amounts to approximately forty percent of the total credits needed for graduation. Departmental requirements and elective options make up the remaining sixty percent. Students are advised to utilize their choice of courses in order to complete a major, develop a second major or minor, or to explore other subjects of interest.

All of these courses require students to read, to write, to speak, and to listen and to develop and utilize skills of information gathering, processing, and presentation that enable them to think analytically and creatively.

## **DEGREES AND PROGRAMS**

An academic program is a systematic arrangement of courses, providing opportunities for growth through study in various academic disciplines. A degree is the title bestowed as official recognition for the completion of such a program.

Faculty and staff work with students to assist them to develop to develop a program of study that will sharpen their intellect and help define educational and professional goals. Classes are small, and the teachers are available to speak with students about their academic plans, their interests, and their career objectives. However, students are responsible for knowledge of their program or major requirements and for the completion of all requirements listed in the Catalog and Academic Advising Handbook.

## DEGREES

The University confers the following undergraduate degrees:

Associate of Arts (A.A.)  
Associate of Science (A.S.)

Bachelor of Arts (B.A.)  
Bachelor of Science (B.S.)  
Bachelor of Arts and Science (B.A.S.)

## UNDERGRADUATE PROGRAMS

### ***Associate of Arts***

Administration of Justice  
General Studies

### ***Bachelor of Arts***

Administration of Justice  
American Studies  
Anthropology  
Art  
Biology and Biomedical Sciences  
Chemistry  
Economics  
English  
French  
History  
Mathematics  
Music  
Philosophy  
Politics  
Psychology  
Religious Studies  
Sociology  
Spanish  
Theatre

### ***Associate of Science***

Business Administration  
Nursing

### ***Bachelor of Science***

Accounting  
Biology  
Business Administration  
Chemistry  
Cytotechnology  
Early Childhood Education  
Economics  
Elementary Education  
Information Systems Science  
Mathematics  
Medical Technology  
Nursing  
Secondary Education  
Social Work  
Special Education

### ***Bachelor of Arts and Science***

The University confers the following graduate degrees and certificate:

### ***Master of Arts (M.A.)***

Holistic Counseling  
Human Development  
Human Resource Management  
Humanities  
International Relations

### ***Master of Business Administration (M.B.A.)***

### ***Master of Education (M.Ed.)***

A Program for Certified Teachers

### ***Master of Science (M.S.)***

Accounting  
Administration of Justice  
Biomedical Technology and  
Management  
Health Services Administration  
Information Systems Science  
Mathematical Sciences

### ***Certificate of Advanced Graduate Study (C.A.G.S.)***

### ***Doctor of Philosophy (Ph.D.)***



## **FIVE-YEAR PROGRAMS**

The University's five-year programs offer students the opportunity to complete both a Bachelor's and Master's degree within five academic years. Students pursuing undergraduate programs in Economics, Politics, or History may accelerate their program of studies and earn both the Bachelor of Arts degree and a Master of Arts degree in International Relations. A five-year program leading to the Bachelor of Arts and Master of Science in the Administration of Justice is available. A five-year program in Accounting is offered. A Bachelor's degree in Biology or Cytotechnology can be followed by a Master of Science in Biomedical Technology and Management. Additional programs leading to a Master of Arts in Human Resource Management or a Master of Business Administration are also available.

## **STUDY ABROAD PROGRAMS**

To further advance its General Education goals, that is to increase global awareness, Salve Regina University has developed several programs for study outside the United States. These include: the European Studies Program, the African Studies Program, and the Mexican Studies Program. The University reserves the right to cancel or postpone International Programs in the event that international, political, or health concerns warrant such action.

In addition, the University is affiliated with other institutions offering programs of study in Europe. Students may also seek out specific opportunities to study areas of individual interest at colleges and universities in other countries, or they may pursue opportunities offered by other accredited American institutions to study abroad. Along with one-semester programs, the University also encourages full-year programs and summer study abroad. Students wishing to avail themselves of any of these opportunities must first complete an application at the Study Abroad Office in order to insure proper coordination between the student, the academic department, and the various offices at the colleges/universities responsible for the student's academic program.

## **DEGREE REQUIREMENTS**

A minimum of thirty-six (36) credits in course work taken at the University will satisfy the residency requirement. Credits to be applied to the residency requirement cannot include credits earned through examination (NLN, CLEP, Challenge, etc.) and must be credits earned subsequent to the completion of a previous degree.

A student in good academic standing, eligible to receive a degree at the end of the academic year, must file for degree in the Registrar's Office no later than January. Undergraduate students who will complete their degree requirements during the summer and who have no more than six credits to earn after the end of the spring semester may file for degree with those

eligible to graduate in May of the same year. All credits to be applied toward the degree must be completed by September of the academic year in which the degree is awarded. Failure to complete all pending requirements in the allotted time will necessitate that the student refile for a degree to be awarded in the subsequent year.

### **ASSOCIATE OF ARTS OR ASSOCIATE OF SCIENCE**

The total minimum requirement for graduation with an Associate degree is 64 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc.), must be taken in course work at the University beyond any credits earned at the time of conferral of a previous Associate or Baccalaureate degree. **NOTE:** Departmental requirements may require course work in the concentration that will exceed this number.

### **BACHELOR OF ARTS OR BACHELOR OF SCIENCE**

The total minimum requirement for graduation with a Bachelor's degree is 128 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc.), must be taken in course work at the University. **NOTE:** Departmental requirements may require course work in the concentration that will exceed this number.

### **BACHELOR OF ARTS AND SCIENCE**

The total minimum requirement for graduation with a Bachelor of Arts and Science degree is 128 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc), must be taken in course work at the University. **NOTE:** Departmental requirements may require course work in the concentration which will exceed this number. In addition, the student must satisfy specific course and credit requirements of two major areas of concentration (one of a B.A. program, one of a B.S. program). Any additional courses required by either major field of concentration must be satisfied.

### **BACHELOR OF ARTS IN GENERAL STUDIES**

The total minimum requirement for graduation with a Baccalaureate degree is 128 semester hours. A minimum of 36 semester hours, exclusive of examinations (NLN, CLEP, Challenge, etc), must be taken in course work at the University. A student seeking a Bachelor of Arts in General Studies degree must complete a concentration of eighteen to twenty-four (18-24) semester hours in a subject area and have the recommendation of a Department Chair or an Academic Advisor and a faculty member. A student may not apply for the Bachelor of Arts in General Studies degree program prior to his/her senior year.

## **POLICY REGARDING SIMULTANEOUS PURSUIT OF TWO BACCALAUREATE DEGREES**

The total minimum requirement for graduation with two baccalaureate degrees is 160 semester hours. A minimum of 72 semester hours, exclusive of examinations, must be taken at the University. **NOTE:** Departmental requirements may require course work in the concentration that will exceed this number. In addition to satisfying specific course and general education requirements for each degree, the student must present for the second degree at least 32 semester hours in addition to those presented for the first degree, thereby having earned the equivalent of five years of university work.

## **QUALIFICATIONS FOR GRADUATION**

Students must meet the following requirements to qualify for graduation:

1. Complete all procedures for the declaration of intent to pursue acceptance/retention within a specific department(s). (See Declaration of Major-Minor in the Academic Advising Handbook.)
2. Gain formal acceptance within the departments of their major/minor at least one full calendar year prior to the expected date of graduation. Usually this should be completed by the end of the sophomore year.
3. Complete all departmental and general education requirements (see below) to the satisfaction of the Registrar.
4. Evidence competency in English prior to the sophomore year. (See General Education Requirements.)
5. Be in good academic standing.
6. Earn at least the minimum number of total semester hours for the prospective degree.
7. Satisfy the requirement for minimum credits to be earned through course work at Salve Regina University.

## **GENERAL EDUCATION REQUIREMENTS FOR THE BACCALAUREATE DEGREE**

Through the general education requirements, the University provides students with learning opportunities intended to encourage personal growth and social responsibility. The goals of the general education requirements are as follows: to address the religious and moral dimensions of human experience and action, to expand upon different ways of thinking, to understand concepts of numerical data and abstract patterns, to increase the student's ability to understand biological, chemical, and physical environments, to cultivate aesthetic sensibilities, to investigate contemporary issues through integrated learning, to utilize skills of various research methods, to increase the awareness of global interdependence, and to



enhance knowledge of Eastern and Western cultural traditions. Finally, the curriculum encourages a healthy lifestyle and fosters responsible citizenship.

Approximately forty percent (40%) of the course work that leads to the degree has been designated as "required" by the University. These requirements are referred to as the general education requirements for all students and should normally be completed by the end of the sophomore year. They are as follows:

**ECONOMICS OR GEOGRAPHY: (3 CREDITS)**

All students are required to earn three (3) credits in either Economics or Geography. Students should check their academic major area of interest to determine if a specific economics or geography course is required.

**ENGLISH: (3-6 CREDITS)**

All students are required to demonstrate competency in English. Students must complete both ENG 101 and 102 with a grade of at least "C", or Honors English, ENG 201, with a grade of at least "C", to demonstrate competency in English.

**HISTORY OR POLITICS: (3 CREDITS)**

All students are required to earn three (3) credits in either History or Politics. Students should check their academic major area of interest to determine if a specific history or politics course is required.

**LOGIC: (3 CREDITS)**

Students are required to earn three (3) credits in PHL 120, Logic: Understanding Arguments.

**MATHEMATICS: (3 CREDITS)**

All students are required to satisfactorily complete one math course at or above MTH 191, Applied Calculus I.

**MODERN FOREIGN LANGUAGE: (6 CREDITS)**

All students are required to earn six (6) credits in the same foreign language. Courses at the Elementary and Intermediate level must be taken in sequential order.

A student who is foreign-born and whose native language is other than English may be exempted from the foreign language requirement by demonstrating proficiency in English (see English Department rules on this matter). If the exemption is granted, no credit will be given for the foreign language experience.



**PHILOSOPHY: (3 CREDITS)**

All students are required to earn three (3) credits in a Philosophy elective in addition to PHL 120 Logic: Understanding Arguments. Students should check their academic major area of interest to determine if a specific advanced philosophy course is required.

**RELIGIOUS STUDIES: (9 CREDITS)**

Students must complete nine (9) hours or three (3) courses in religious studies. RST 100 and RST 120 are required for all students. Students must also complete one additional course in religious studies. Students should check their academic major area of interest to determine if a specific advanced religious studies course is required.

**SCIENCE: (6 CREDITS)**

All students must earn a minimum of six (6) credits in the sciences. Students must select Science courses from any of the following: Biology, Chemistry, Physics, and Science. Students should check their academic major area of interest to determine if specific science course is required.

**SOCIAL SCIENCES: (3 CREDITS)**

All students are required to earn three (3) credits in either Anthropology, Psychology, or Sociology. Students should check their academic major area of interest to determine if a specific course in the social science area is required.

**STATISTICS: (3 CREDITS)**

All students required by their academic departments to study Statistics must take STA 201, Statistical Methods as a prerequisite to the departmental requirement.

**VISUAL AND PERFORMING ARTS: (3 CREDITS)**

All students are required to earn a total of three (3) credits in any combination of at least two of these three areas: Art, Music, and Theatre.

**NOTE:**

1. Students should refer to the Academic Advising Handbook to plan their General Education Selections in relation to the departmental requirements of their intended major.
2. Required English and Math course work in the General Education area should be completed within the student's first three semesters or, for transfer students, at the completion of the first 32 semester hours.

3. It is recommended that the student complete the majority of the General Education requirements by the end of the second year.
4. While students may elect to take as many Physical Education classes as they wish while earning a degree, only four (4) credits in Physical Education will be applied toward their baccalaureate degree requirements; only two (2) credits may be applied toward an Associate degree.
5. Students are limited to eight (8) credits maximum for one (1) credit courses to count for degree credits.

## **ACADEMIC POLICIES**

In keeping with the philosophy that all of university life is an academic learning experience, the policies and procedures stated herein have been designed to enhance the student's opportunity to gain the most from the university experience. The broadest of guidelines are listed. All students are responsible for specific and updated information regarding these policies as promulgated by the University.

### **CONFIDENTIALITY OF STUDENT INFORMATION**

Procedures for the release and disclosure of student records maintained by the University are in large measure governed by state and federal laws. Where the law is silent, the University is guided by the principle that the privacy of an individual is of great importance and that as much information in a student's file as possible should be disclosed to the student upon request. Agents of the University may have access to student information on a "need to know" basis. Third parties do not have access to personally identifiable records or information pertaining to a student without the written consent of the student or a judicial order or subpoena. The law requires that parents are to be considered third parties except in the instance where a Parental Release Form is maintained on file in the Registrar's Office. Detailed guidelines for the release and disclosure of information are available from the Registrar's Office. These guidelines comply with the Family Educational Rights and Privacy Act of 1974 as amended and Students Right to Know/Campus Security Act of 1990. A detailed description of student data retained in various offices is contained in the Student Information Handbook.

Required undergraduate and graduate student theses and other papers authored by students may be made available by the University for the research purposes of third parties.

### **ACADEMIC HONOR CODE**

It is assumed that all students of the University accept and promote the values of honesty, integrity, and truthfulness in their scholarly pursuits. The particulars of the Academic Honor Code are published in the Student Information Handbook.

### **MATRICULATED/NON-MATRICULATED STATUS**

A matriculated student is a student who has been formally accepted into a degree program and is proceeding on a full-time or part-time basis. A non-matriculated student is a student enrolled in course work who has not been formally accepted by the University and hence is not enrolled in a degree program. Non-matriculated students may not enroll for more than two semesters or six (6) credits of course work, unless specific permission is

granted by the Academic Vice President. There is no guarantee that course work completed as a non-matriculated student will be applied toward a degree program. Registration for non-matriculated students will be accepted on a space available basis after the Registration Period for matriculated students, as announced in the semester Schedule of Classes.

### **CLASS STANDING**

Matriculated students are classified as Freshman, Sophomore, Junior, or Senior according to the number of successfully completed credits the student has earned.

Freshman	0-31 credits completed.
Sophomore	32-63 credits completed.
Junior	64-95 credits completed.
Senior	96 or more credits completed.

### **SPECIAL UNDERGRADUATE STUDENTS**

Students who have previously completed a baccalaureate degree program are classified as Special Students and must, therefore, complete requirements of their major field of concentration, prerequisites to such course work, and the general education requirement in religious studies. As with all transfer students, a minimum of thirty-six credits in course work at the University must be completed.

### **ACADEMIC COURSE LOAD**

Most baccalaureate programs of the University are structured in such a way as to make it possible for students to complete their requirements in four years of full-time study. Given that a minimum of 128 credits is required of the baccalaureate degree, students complete an average course load of 16 credits (semester hours) per semester. It may be advisable for some students to register for a reduced course load, to ensure their potential success. Should such a plan be advised, the student will not be able to complete a baccalaureate program within the usual four-year period without at least some summer study, if not an additional semester or year at the University.

The normal course load for a matriculated undergraduate student is between 14 and 18 credit hours. To maintain full-time status a matriculated undergraduate student must be registered for a minimum of 12 credit hours each semester. An undergraduate student who wishes to register for more than 18 credit hours must obtain written approval from the Academic Vice President.



## **ACADEMIC STANDING**

### **SATISFACTORY ACADEMIC PROGRESS**

Undergraduate, matriculated students are considered to be in good academic standing when maintaining semester and cumulative grade point averages of at least 2.0, while successfully completing at least 24 semester hours of academic credit each year for full-time students (12 semester hours for part-time students).

Normally, students have a maximum time frame of 5 1/2 calendar years (either 11 full-time semesters or 22 part-time semesters) in which to complete all degree requirements for the four-year baccalaureate programs. Three (3) additional semesters are afforded full-time students (6 semesters to part-time students) pursuing the normal five-year programs of the University.

Courses which students have not successfully completed due to incompletes, repetitions, withdrawals, or failures, bear no academic credit. Withdrawals have no effect on the semester and cumulative grade point averages. Incompletes are calculated as failures until a final grade is recorded. Courses repeated for an improved grade bear no credit, but the improved grade, if earned, is calculated into the overall average.

The final determination of satisfactory compliance with these guidelines is made by the Academic Vice President.

### **ACADEMIC PROBATION**

Students who are not in good academic standing, i.e., do not meet the requirements for satisfactory academic progress, are placed on probation. If eligible for financial aid, they will be granted one additional semester of aid while on probation in order to provide the opportunity to earn reinstatement to good standing. Mitigating circumstances may warrant an extension of this time period. Should the student not be making satisfactory academic progress at the close of the probationary semester, the student may be academically dismissed. Regardless of action taken on appeal of dismissal, financial aid will not be made available to the student until the student resumes satisfactory academic progress.

### **DISMISSAL FROM THE UNIVERSITY**

An undergraduate student whose semester average or cumulative average falls below 2.0 is considered to be on academic probation. Likewise, students who do not complete the minimum number of credits per year required to be in good academic standing are also placed on academic probation. (See Satisfactory Academic Progress/Academic Standing.) Such students must gain reinstatement to good standing in the subsequent semester, to continue studies at the University. Failure to do so may result in academic dismissal. Dismissed students may not register for course work at the University unless formally readmitted to the University. Academically

dismissed students who wish to further pursue degrees at Salve Regina University must reapply for matriculated status by following the established admissions procedures for transfer students. In addition, readmitted students must provide evidence of having successfully completed at least twelve (12) credits in college-level course work during an interim period of at least one academic year since the time of their dismissal. Under these guidelines, no grade below "C" is acceptable in transfer for application toward the new degree. Students who are readmitted are subject to all current departmental and general degree requirements in effect at the time of readmission.

**PLEASE NOTE:** A student who appeals the decision of the Academic Vice President concerning probation and/or dismissal and is subsequently permitted to continue studies at the University remains responsible for the fulfillment of all departmental and University requirements prior to acceptance into a department, the awarding of any certification indicating the successful completion of a program for licensure, or State Certification, or the awarding of any degree(s).

## **ACADEMIC HONORS**

### **DEAN'S LIST**

The Dean's list is compiled each Fall and Spring Semester. The criteria for the Dean's list are:

1. A semester grade point average of 3.5 for full-time students completing 12 or more credits for letter grades versus pass/fail.
2. A semester grade point average of 3.7 for part-time students completing more than four (4) credits for letter grades versus pass/fail.
3. No grade lower than a "B" in that semester.
4. Matriculated undergraduate student.

### **HONORS AT GRADUATION**

An undergraduate student is awarded honors at graduation on the basis of the cumulative grade point average only if all degree requirements are completed by the graduation date. Honors at graduation are determined by the cumulative grade point average for all semesters of work, except the spring semester immediately preceding the Commencement exercises. Grades received in transfer from other institutions are converted to quality points and are included in the calculation of the overall cumulative grade point average.

## Academic Policies

*Honors at graduation are awarded as follows:*

cum laude (with honors)	3.3
magna cum laude (with high honors)	3.6
summa cum laude (with highest honors)	3.9

Every graduating class shall have one Valedictorian who:

1. Holds the highest cumulative grade point average at the end of the fall semester of the senior year.
2. Has completed sixty-four credits of regular course work at the University (exclusive of transfer, life experience, CLEP, and other test credits earned) by the time graduation honors are reckoned.
3. Will have completed all baccalaureate degree requirements by the graduation date.

## ADVANCED PLACEMENT

### ADVANCED PLACEMENT EXAMINATION PROGRAM (AP EXAMS)

The University grants academic credit to students of superior ability who have acceptable scores in the Advanced Placement Tests given by the College Entrance Examination Board. Advanced standing and the actual number of credits to be granted are determined by the University after reviewing the applicant's record and test scores when the grade of three (3) or better is achieved.

### COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Matriculated undergraduate students who have developed competence in basic subject areas may demonstrate their proficiency by taking the CLEP examinations. It is the policy of the University to grant credit to students for areas in which they have received acceptable scores in CLEP tests offered by the College Entrance Examination Program.

Transfer students may receive credit from CLEP examinations taken prior to enrollment at the University provided that their scores meet Salve Regina University standards. Students will not be awarded duplicate credit for areas in which transfer, course, or examination credit has previously been granted.

### CREDIT BY DEPARTMENTAL EXAMINATION

The University provides certain equivalency examinations for students who wish to demonstrate that they have mastered the subject matter of specific university courses. If successful, students may receive credit for courses on the basis of these examinations. There is a fee per course for this process.

### **CREDIT FOR LEARNING ASSOCIATED WITH LIFE EXPERIENCE**

The University has established a procedure for evaluating the learning that has accompanied life experiences. The University does not award academic credit for experience but rather for the learning associated with that experience. A student applying for life experience credit must be a matriculated undergraduate at the University. A detailed procedure for submitting a portfolio for evaluation is available from the Departmental Chairs, the Registrar, and the Academic Vice President. Generally, a limit of nine (9) credits may be earned through this process and applied toward an undergraduate degree. There is a fee per course for this process.

### **CREDIT FOR LEARNING ASSOCIATED WITH MILITARY EXPERIENCE**

The University utilizes the baccalaureate-level recommendations from the Guide to the Evaluation of Educational Experiences in the Armed Services as a basis upon which to grant credit for a variety of military experiences. The University reserves the right to limit the number of credits awarded on the basis of military experience.

### **HIGH SCHOOL SENIOR PROGRAM**

High school seniors of high academic ability may, with the recommendation and written approval of their counselors, enroll in certain specified courses at the University and obtain credit to be applied toward a degree. These credits will be held in escrow until the student has completed the requirements for a high school diploma.

### **TRANSFER CREDIT POLICY**

Credit is normally granted for courses previously taken at other accredited postsecondary institutions with a grade of "C" or above if the course work is comparable to that of Salve Regina University. The University does not accept credit for course work that duplicates another course for which credit has been granted.

Undergraduate students accepted with transfer credits are classified as freshman, sophomore, junior, or senior according to the number of credits accepted in transfer.

### **ACE CREDIT RECOMMENDATION**

In addition to the educational credit awarded for AP Exams, CLEP, and departmental examinations, the University awards credit in accordance with the American Council on Education's credit recommendations for USAFI courses and tests, DANTES Subject Standardized Tests, and The Regents College Examination Program (ACT/PEP).



## **STUDY AT OTHER INSTITUTIONS**

Matriculated undergraduate students who desire to accelerate their programs and receive credit for courses taken at another institution must obtain the prior approval of the respective department chair and student's academic advisor in addition to that of the Director of Academic Advising. Forms for approval are available in the Advising Office and will insure that grades and credits will be accepted upon successful completion of course work. The student must request that an official transcript be mailed to the Registrar upon completion of the course. For undergraduate students, only courses in which the student has received a grade of "C" or above are transferable. Generally, a limit of three (3) courses, or nine (9) credits, may be pursued at another institution and used toward an undergraduate degree.

## **ATTENDANCE**

The participation of students in regularly scheduled class sessions is an essential part of the educational process. For this reason students are expected to be present at all scheduled class meetings and will be responsible for the content of all class sessions.

Should a family emergency or extended illness prevent class attendance for three days or more, students are required to notify the Office of Academic Advising so that instructors may be officially notified of the student's extended class absence. Although an absence may be permitted or explained, it remains the student's responsibility to make up any class work which has been missed.

In the case of a minor illness or unforeseen circumstance which prevents a student from attending a class, the student must communicate this information to the instructor by leaving a voice message on the instructor's telephone.

If there is another activity which requires the attendance of a student at a scheduled class time, the student representing the University must have the Representation Form approved by the class instructor at least one week prior to the scheduled activity.

Each faculty member has the right to establish additional regulations regarding attendance that may seem best suited to the course.

## **ACADEMIC WARNING NOTICES**

In an effort to ensure that students at the University are receiving appropriate academic advising in pursuit of their educational goals, faculty members are asked to submit the names of students who are in particular need of assistance in their course work. The Registrar is notified of students whose performance in a course is below a "C". Warning letter notifications are prepared and mailed to each student, encouraging the student to seek extra assistance from the instructor or the Academic Development Center. Warning notifications are considered an extra service provided to students by the faculty. Students should not assume that lack of a warning notification assures their satisfactory completion of a course.

## GRADING POLICY

Student grades on the undergraduate level are reported as follows with the accompanying quality point values:

GRADE	POINT VALUE	NUMERICAL EQUIVALENT*
A Excellent	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B Above Average	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C Average	2.0	74-76
C-	1.7	70-73
D Below Average	1.0	65-69
F Failure	0	Below 65
I Incomplete	0	-NA-
P Pass	No Quality Point	65 or above
R Audit (non-credit)	Value—Not	-NA-
WP Withdrawal Passing	calculated in	-NA-
WF Withdrawal Failing	average	-NA-
	grade point	
NG No Grade Submitted		-NA-

**\*NOTE:** Instructors may opt for a variation in numerical equivalencies of grades. If so, this information will be presented on the course outline.

Credits may not be awarded twice for the same course. However, if a course is repeated for an improved grade, the improved grade becomes the only grade for the course to be used in determining the student's cumulative grade point average. Therefore, the lower grade earned in the course has no influence on one's cumulative grade point average after the course is repeated. Semester and cumulative grade point averages are calculated by the sum of the weighted quality point values of each course grade, divided by the total number of attempted semester hours (credits). Courses in which students receive a P, R, WP, WF, or NG are not calculated into the semester or cumulative grade point average.

## AUDITING OF COURSES

A student in good academic standing may register in a credit course for noncredit. The student must fulfill all the requirements of the course with the exception of examinations. The student will receive an "R" on the transcript, indicating registration and participation in the course. Academic credit is not granted. Unless otherwise noted, a student registering for noncredit course

work is subject to the same tuition as those registering for credit. Students may not adjust their registration from audit to credit or vice versa after the end of the first week of classes.

### **COURSE WITHDRAWAL**

After the deadline for course changes as published in the semester Schedule of Classes, students wishing to withdraw from a course must follow the course withdrawal procedure. Such students must obtain a Course Withdrawal Form from the Registrar's Office and arrange a meeting with the instructor of the course. The instructor reviews the student's request and so notes with pertinent remarks on the form. The instructor is asked to record "WP" on the Course Withdrawal Form when a student is passing a course at the time a request is reviewed and "WF" whenever a student is failing a course when a request is reviewed. The student must then arrange a meeting with his or her Academic Advisor. The Advisor reviews the student's request with reference to his or her academic program and then signs the form. The form is then submitted for approval to the Vice President for Student Development. Students are not officially withdrawn from courses until approval has been secured; therefore, continued class attendance is expected until written notification has been received. If the request to withdraw is approved, a "WP" or "WF" instead of a final grade will be recorded on the official transcript. The "WP" or "WF" is not calculated into the semester or cumulative grade point averages, and credit is not awarded for the course.

### **INCOMPLETES**

All requests for an incomplete must be in writing and must be received by the instructor on or before the scheduled final examination for the course. No incomplete may continue beyond one semester. Incompletes will be calculated as failures until the course work has been completed and a final grade has been reported. If the student's request for an incomplete is based on academic reasons (unanticipated difficulty in obtaining sources, failure of a critical experiment, etc.) or if the request is based on nonacademic reasons (sickness, etc.), the student must submit such a request in writing to the instructor for approval. Upon approval by the instructor, a Report of Incomplete Form shall be completed by the student in conjunction with the instructor and submitted to the Registrar.

# **ACADEMIC PROCEDURES**

## **REGISTRATION**

All students must register for courses at the Registrar's Office in order to be properly enrolled. Salve Regina University registers students beginning in December and again in May for the subsequent semester. Students are held responsible for reading and adhering to the Registration Instructions and Information as published in the Schedule of Classes. The timetable for submitting student registrations is published in the semester Schedule of Classes.

## **CLEARANCE TO REGISTER**

The Registrar must have clearance for a student from the Business Office before the student may register. This clearance indicates that the student has satisfied, or has completed a contract to do so, all financial obligations to date.

Students not eligible for registration due to issues not of a financial nature are so informed in writing by the Business Office. The Registrar maintains a list of such individuals. An appeal to the Business Office's decision may be made to the Academic Vice President.

All potential first-time students (full- or part-time) should contact the Admissions Office prior to registering.

## **CHANGE OF REGISTRATION**

Students are permitted to drop and add courses without academic penalty during the first week of classes. Each course added or deleted from the student's registration accrues a fee as published in the semester Schedule of Classes. If a student has not officially dropped a course or received an approved course withdrawal by the completion of the semester, the instructor must submit a final grade for the student.

## **ADDITIONAL COURSE CREDITS**

If a student wishes to take a course for additional credit, approval must be gained from the instructor and the Academic Vice President. It is the prerogative of the faculty member to grant or deny permission to earn the extra credit because of the additional time required of the faculty member and/or because of the nature of the course content. A copy of the contract between the instructor and student, which outlines the added independent study component, should be given to the student, the Registrar, and the Academic Vice President by the instructor. The additional time is a contributed service of the faculty member to the University as well as to the student.



## **INDEPENDENT STUDY**

While it is expected that most students will be able to develop a complete program of studies from among the regularly scheduled course offerings, there are situations in which a student may benefit from conducting guided research in a particular field of interest. Where the curriculum does not afford a student the opportunity to do specialized research in a particular area, yet the faculty advise that the opportunity be provided, independent study may be pursued. Students interested in completing a course on an independent study basis should consult the department faculty, discuss the planned research, submit an independent study form for approval, and register for the course. The University reserves the right to deny requests for independent study from students whose topics have not been well formulated, who lack a supervising faculty member to evaluate performance, or who are not students in good academic standing. The additional time provided by the faculty member is a contributed service to the University as well as to the student.

## **INTERNSHIPS**

Internship opportunities may be pursued for academic credit when the proposal provides a concrete learning experience approved by the appropriate department chair and the Academic Vice President. The Director of Career Development should be consulted regarding the coordination of internships and the procedures to be followed.

## **PREREQUISITES**

The Academic Departments section of the University Catalog lists the courses which students must successfully complete prior to enrolling in each course. These are noted as prerequisites. It is the responsibility of the student to ensure that the prerequisites, as listed in the catalog and updated through the semester Schedule of Classes, have been successfully completed prior to course enrollment. Faculty have the right to refuse the admission of students to their classes when such students have not demonstrated satisfactory completion of all prerequisites. While completion of a baccalaureate program is usually a prerequisite for all graduate courses, undergraduate students who have demonstrated outstanding achievement may apply to enroll in graduate-level course work for undergraduate credit. Forms for this purpose are available through the Graduate Studies Office.

## **DECLARATION OF MAJOR/MINOR**

After completing thirty-two or more semester hours at the University, students are encouraged to officially declare their intent to pursue admission to the department of their chosen major(s). Forms for this purpose are available in the Academic Advising Office. The completion of this form does not necessarily constitute formal acceptance within a department. The Chair of each department, according to the admission/retention requirements set forth by the department, shall formally grant or deny a student's application to gain acceptance into the department. Students must declare a major and be accepted in a department at least one year prior to graduation.

## **PETITION FOR GRADUATION**

Students intending to graduate at the next Commencement must File for Degree in the Registrar's Office no later than the end of the Fall Semester or as announced by the Registrar. Upon submission of the File for Degree Form, the student is expected to have:

1. All official transcripts of courses to be applied toward the degree on file with the Registrar.
2. All credit to be applied toward the degree through life experience, credit by examination, military experience, CLEP, or advanced placement on file with the Registrar. Processing fees, if applicable, must be paid in full.
3. The proper Major/Minor Declaration Forms on file in the Academic Advising Office.
4. Registration for outstanding course work toward the degree on file with the Registrar, whether such course work will be completed at Salve Regina University or through off-campus study.
5. Scheduled an Exit Interview with the Director of Financial Aid, if applicable.

## **UPDATING DIRECTORY INFORMATION**

It is the responsibility of the student to complete a change of name/address form in the Registrar's Office whenever a change in directory information occurs.

## **TRANSCRIPT SERVICES**

Transcripts may be released only upon receipt of a written request from the student, except when mandated by law. Transcript services may be denied to those students with outstanding financial obligations to the University. See section relating to University fees for further details.

### **LEAVE OF ABSENCE**

Any student who, for valid educational reasons, will not be able to enroll in course work for a period of at least two semesters must apply for a leave of absence. Such requests must be addressed in writing to the Academic Vice President or Dean of Graduate Studies. The letter should clearly detail the reasons for the request and must include specific information about the student's future academic plans. If the leave is granted, the student may maintain active status at the University while not formally enrolling in course work. A leave of absence is granted on a semester by semester basis. Failure to enroll in a course for more than two consecutive semesters without "on leave" status being granted will result in an automatic University withdrawal for failure to maintain satisfactory academic progress.

### **WITHDRAWAL FROM THE UNIVERSITY**

Students withdrawing from school during a semester or at the end of a semester must do so officially through the Academic Advising Office. The school withdrawal form available in that office must be completed at an exit interview with the Director of Academic Advising. Graduate students must contact the office of the Dean of Graduate Studies.

It is important that a student wishing to withdraw from school complete the form as soon as the decision to withdraw is made. The date of an official withdrawal determines the amount of tuition and/or board refunds due. In addition, students who are recipients of financial aid must arrange for an exit interview with the Director of Financial Aid. Awards are adjusted accordingly for the withdrawing student.

An official school withdrawal may be processed by University Officials for a student for the following reasons:

- a. Academic dismissal
- b. More than two consecutive semesters of non-attendance
- c. Voluntary withdrawal

The University welcomes constructive comments for improvement of its programs, policies, and procedures from both current and withdrawing students.

### **UNIVERSITY GRIEVANCE PROCEDURE**

The University Grievance Procedure is published in its entirety in the Student Information Handbook. It is the responsibility of the student to read the policy and adhere to the spirit of its guidelines. It is expected that all students will attempt to solve individual differences of opinion with the appropriate parties prior to pursuing a formal grievance. Further, students are required to pursue a formal grievance prior to seeking legal redress or legal relief from university policy.



## ACADEMIC DEPARTMENTS



# ADMINISTRATION OF JUSTICE

*Chair:* James C. Farrington, J.D.

The Administration of Justice Department provides a broad-based curriculum covering the components of the justice process. The curriculum is designed to meet the goals of the student, whether these goals are law enforcement, corrections, judicial administration, the practice of law, the social services, or graduate school.

The department, recognizing the professional orientation of the curriculum, provides opportunities for students to develop special skills. More important, however, than the acquisition of special knowledge is the student's need to develop a perspective of "justice for all" in its ramifications for the poor, the educationally disadvantaged, minority citizens, children, women, and the physically challenged. Such a curriculum provides opportunities for students to develop an understanding of values and an identification with and commitment to what is morally good and just.

The mission of the department is consistent with the overall mission of the University in the department's concern for the law and its proper implementation as a means of bringing about a just society.

## **REQUIREMENTS FOR THE ADMINISTRATION OF JUSTICE MAJOR WITH A CONCENTRATION IN LAW ENFORCEMENT**

Students majoring in Administration of Justice with a concentration in law enforcement must take a minimum of 33 semester hours in Administration of Justice exclusive of practicum and workshop credits.\* Courses are as follows: ADJ 100, 102, 201, 210, 220, 300, 303, 308, 330, 402, and 403. In addition, students are required to take the following courses in other disciplines: ENG 354, PHL 120 and 240, POL 403 or 404, PSY 100, RST 395, SOC 110, and 317.

## **REQUIREMENTS FOR THE ADMINISTRATION OF JUSTICE MAJOR WITH A CONCENTRATION IN CORRECTIONS**

Students pursuing this option must take ADJ 100, 201, 210, 211, 220, 300, 310, 311, 331, 402, and 403. In addition, the following courses are required in other disciplines: ENG 354, PHL 120 and 240, POL 403 or 404, PSY 100, RST 395, SOC 110, and 317.

## **REQUIREMENTS FOR THE ADMINISTRATION OF JUSTICE MAJOR WITH A CONCENTRATION IN JUDICIAL ADMINISTRATION**

Students pursuing this option must take ADJ 100 (with exception noted), 203, 204, 205, 303, 304, 307, 308, 309, 403, 404, and 405. In addition, the following courses are required in other disciplines: ISS 101 and 102, MGT 120, STA 201, PHL 120 and 240, POL 403 or 404, RST 395, SOC 110, and 412.

\*Practicum and workshop credits are not included in the number of semester hours required for each of the concentrations in Administration of Justice listed above.

## **CONCENTRATION REQUIREMENTS ASSOCIATE OF ARTS DEGREE**

Students concentrating in Administration of Justice in the Associate of Arts Degree Program must take a minimum of twenty-one (21) semester hours in Administration of Justice courses. A maximum of nine (9) semester hours of transfer Administration of Justice credits will be applied toward the Administration of Justice major.

The required courses for the Administration of Justice concentration toward the AA degree are ADJ 100 (with exception noted), 102, 201, 210, 220, 303, and 330.

In addition to the Administration of Justice course requirements for the AA degree, students must also complete specific courses toward the general education requirements. These are listed in the Academic Advising Handbook.

## **MINOR REQUIREMENTS FOR ADMINISTRATION OF JUSTICE**

Students minoring in Administration of Justice must take a minimum of eighteen (18) semester hours in Administration of Justice courses. Required courses are ADJ 100 (with exception noted), 102, 201, 210, 220, and 330.

## **FIVE-YEAR PROGRAM BACHELOR OF ARTS AND MASTER OF SCIENCE**

The Administration of Justice Department offers a five-year program of studies leading to Bachelor of Arts and Master of Science degrees. The plan of studies for those interested in the program is worked out by the student and the student's academic advisor. To continue into the fifth year, the student must meet the regular entrance requirements of our Graduate Program.

## COURSES

## CREDITS

### **100 Introduction to the Justice Process (3)**

A survey of the justice process, including the nature of law, crime, and criminology, and the function of law in society; the role of the police, the courts, and the correctional agencies in the process. (Students employed as law enforcement officers are not required to take this course.)

### **102 Law Enforcement and the Community (3)**

Considers the issues of policing and the community with special reference to discretion, crime prevention, means and methods of enhancing communication groups, fostering of mutual understanding and cooperation toward community issues and problems.

### **201 The Judicial System in American Society (3)**

This course is an introduction to the American judicial system, including the procedures followed to maintain balance between fairness and effectiveness from lower courts through the appellate courts. By analyzing actual court cases, students will learn the legal principles and reasoning used in reaching decisions. It will provide students with the necessary skills to brief cases in subsequent courses. (Normally offered in the Fall semester only.) *Prerequisite: ADJ 100*

### **203 Judicial Administration I (3)**

The first semester of this two-semester course examines judicial system organizational structure (state and federal), judicial system reform and development, the court administrator's roles and functions in a complex legal environment, and an overview of administrative and legal decision-making processes.

### **204 Judicial Administration II (3)**

This continuation of Judicial Administration I focuses on more specific concerns germane to the roles and functions of a court administrator, including calendar management; jury management and selection; records and information management; management information systems and data automation in the courts; judicial budgeting and fiscal administration; personnel administration including recruitment, training, retention, allocation of judicial and administrative resources, determination of standards, and leadership and organizational development.

### **205 Civil Procedure (3)**

This course introduces the student to the process of civil litigation, including jurisdiction, venue, pleading, discovery, joinder of claims and parties, res judicata, collateral estoppel, disposition without trial, court selection, jury and non-jury trials, post-trial motions and appellate review. The drafting of pleadings for a case will also be included.

### **210 Principles of Correctional Operations (3)**

Comprehensive survey of the correctional process, including present philosophies and practices of punishment and rehabilitation; procedures of custodial institutions; functions of correctional officers; functions of probation and parole; classification program assignment; and release procedures. *Prerequisite: ADJ 100*

**211 Community Corrections (3)**

This course will examine Community-Based Corrections and the Community Correctional Process. Special emphasis will be on Probation, Parole, Alternative Sentencing, Halfway Houses, Home Confinement, and Electronic Monitoring. Specific programs will be reviewed and evaluated. *Prerequisite: ADJ 100 or equivalent*

**220 Drug Abuse and Society (3)**

Study of issues and problems relating to drug and alcohol use, impact of substance use on individual health and societal progress, identification and classification of abused drugs, and law enforcement efforts to control are discussed.

**221 Law and the Mental Health System (3)**

The study of the interrelationship between the mental health system and criminal justice system, including significant federal and state court decisions. Concepts such as the right to refuse treatment, civil commitment, release of mentally ill offenders, incompetency to stand trial, acquittal by reason of insanity, and alternatives for mentally ill prisoners will be examined. The prevention of custodial suicides will be discussed in depth.

**300 The Law of Sentencing, Corrections, and Prisoner's Rights (3)**

This course examines the rights and privileges of the convicted and those awaiting trial. Legal issues relating to sentencing, searches, use of force, medical and mental health care, conditions of confinement, inmate access to the courts, disciplinary proceedings, and freedom of religion, speech, and press are discussed. *Prerequisite: ADJ 201, 210*

**303 Criminal Law (3)**

A study of the substantive criminal law that defines murder, larceny, rape, burglary, and other specific offenses. Court decisions of English and American courts relating to the substantive crimes are analyzed for issues, rules of law, and rationale. *Prerequisite: ADJ 201*

**304 American Legal History (3)**

This course examines the history and development of the common law from the Anglo-Saxon period through the twentieth century. Special emphasis is placed on the growth and development of the role of the courts, lawyers, legislatures, and jurists. The course will also examine landmark legal developments, including the U.S. Constitution and criminal and civil laws.

**305 Practicum in Administration of Justice I (3)**

This is a concurrent field experience placement involving orientation and field work in a justice agency. A research paper is required. *Prerequisite: Restricted to pre-service Justice students in their junior or senior year*

**306 Practicum in Administration of Justice II (3)**

Continuation of ADJ 305. Research paper is required. *Prerequisites: ADJ 305 and restricted to pre-service Justice students in their junior or senior year*



**307 Contracts (3)**

This course examines the law of agreements. Some of the topics of study include contract formation, doctrine of consideration and its substitutes, Statute of Frauds, interpretation, performance, and damages. Both the common law and the Uniform Commercial Code are examined as they relate to contracts.

**308 Criminal Procedure (3)**

A review of the procedural aspects of criminal law governing the acts of law enforcement personnel with special emphasis on constitutional rights of the accused. This study includes arrest, search and seizure, confessions, right to counsel, and similar topics. *Prerequisite: ADJ 201*

**309 Torts (3)**

This course provides an introduction to the liability for civil wrongs. Topics include intentional torts, negligence, strict liability, nuisance and damages.

**310 Legal Issues Confronting Correctional Officers (3)**

This course will examine basic legal issues that confront the correctional officer daily. Included in this study will be landmark legal developments reflecting the increased rights of prisoners and the corresponding increase in the legal responsibilities of the correctional practitioner.

**311 Management Issues in Corrections (3)**

This course involves the study of such areas as planning, organizing, decision making, and problem-solving activities of the correctional manager. The course is designed to provide the student with the skills necessary to make informed decisions in a correctional setting.

**330 Juvenile Justice (3)**

This course examines the juvenile offender, the delinquent subculture, and current theories relative to the causes of delinquency. Emphasis will be placed on the influences of the family, the school, and the peer group. The rights of juvenile offenders and the Juvenile court process will also be studied. Specific programs dealing with delinquents will be evaluated. *Prerequisite: ADJ 210*

**331 Juvenile Detention (3)**

This course will examine juvenile institutions. Emphasis will be on their history and development in the United States to the present day. Correctional treatment, chronic delinquents, legal rights of the incarcerated, and juvenile follow-up care will also be reviewed and their programs evaluated. *Prerequisite: ADJ 100 or equivalent*

**402 Evidence (3)**

A study of the rules governing the admission of evidence in prosecuting a defendant. Included are the exclusionary rule, best evidence rule, and others. *Prerequisite: ADJ 303 and 308*

**403 Contemporary Trends and Issues in the Justice Process (3)**

A critical analysis of current issues, trends, new programs, and changes in various areas of the justice system including court decisions affecting the system.

*Prerequisite: Restricted to Justice students in their senior year*

**404 Internship I (Federal) (3)**

To the extent possible, students will be placed in paid internships in a federal appellate or district (trial) court in order to expand the base of their theoretical knowledge acquired during the academic year, and to offer experiences which apply that knowledge and develop practical skills.

**405 Internship II (State) (3)**

To the extent possible, students will be placed in paid internships with courts of limited jurisdiction to expand upon knowledge and skills acquired during the academic year and in the prior internship.

**499 Independent Study (3)**

Supervised study in an area not available in regularly scheduled courses.

*Prerequisite: Proposal approved by the Department Chair*

**SPECIAL TOPICS**

These are three (3) credit courses of special interest on current issues in the Justice Process which are selected by the ADJ Department and offered on an irregular basis.

- 406 Organized Crime in the U.S**
- 407 Issues in Vice Control**
- 408 White-Collar Crime**
- 409 Law Enforcement and the First Amendment**
- 410 Management Issues in the Administration of Justice**
- 411 Moot Court**
- 412 Stress in the Justice Process**
- 413 Police Corruption/Brutality**
- 414 Children and the Law**
- 415 Women and Crime: Victims/Offenders/Practitioners**
- 416 Alternatives to Litigation**
- 417 A Study of the U.S. Supreme Court**
- 418 Introduction to Industrial and Retail Security (ADJ/MGT)**

## **WORKSHOPS**

These one (1) credit courses offer the student practical application of the theoretical instruction learned in the classroom. They are selected by the ADJ Department and are offered on Saturday and Sunday on an irregular basis.

<b>080</b>	<b>Hate Crimes</b>
<b>081</b>	<b>AIDS</b>
<b>082</b>	<b>Homosexuality</b>
<b>083</b>	<b>Cultural Diversity</b>
<b>084</b>	<b>The Use of Psychics in the Administration of Justice</b>
<b>087</b>	<b>Ritual Crimes and Abuse</b>
<b>088</b>	<b>Scientific Investigations</b>
<b>089</b>	<b>Alcohol Dependence/Issues and Perspectives</b>
<b>090</b>	<b>Peer Alcohol Education</b>
<b>091</b>	<b>Domestic Violence</b>
<b>092</b>	<b>Child Abuse Advocacy</b>
<b>093</b>	<b>Homicide</b>
<b>094</b>	<b>White-Collar Crime</b>
<b>095</b>	<b>Investigative Techniques</b>
<b>096</b>	<b>Hostage Negotiations</b>
<b>097</b>	<b>Alternatives to Incarceration</b>
<b>098</b>	<b>Sex Crimes Investigations</b>
<b>099</b>	<b>Arson</b>

# AMERICAN STUDIES PROGRAM

*Acting Director:* Robert J. McKenna, Ed.D.

The American Studies Program is a liberal arts program that offers an integrated and critical understanding of life in the United States. The student may explore a wide range of interests in completing the eleven courses required for a B.A. in American Studies. Courses selected from many disciplines and departments may be chosen, provided they have significance for understanding American culture and life. Different approaches are possible, since each approach should reflect the academic interests and career expectations of the student.

## REQUIREMENTS FOR THE AMERICAN STUDIES MAJOR

The major completes eleven courses or 33 semester hours.

### SPECIFIED REQUIREMENTS (18 SEMESTER HOURS)

Introduction to American Civilization	AST 100
Survey of American History	HIS 110
Major American Writers	ENG 231
American Literature Elective	ENG
American Philosophy	PHL 340
Coordinating Seminar	AST 400

### STUDENT-DESIGNED COMPONENT (15 SEMESTER HOURS)

The student selects, after consultation with the Program Director, five courses or fifteen semester hours from university-wide offerings suitable to this program, i.e., courses which bear directly on American culture and life.

### COURSES

### CREDITS

#### **AST 100 Introduction to American Civilization (3)**

This introduction to American civilization approaches the question of national identity or style by examining some basic values, institutions, and challenges in the U.S. Sources examined are the biographies of famous Americans who reflected that identity or who were important in its articulation (e.g., Mark Twain, William Randolph Hearst, Ben Franklin).

#### **AST 400 Coordinating Seminar (3)**

This is a seminar for the senior major, providing seminar discussions, guided readings, and projects designed to encourage integration and enrichment.



# **ANTHROPOLOGY PROGRAM**

*Director: Elaine N. Mayer, Ph.D.*

Anthropology provides course offerings for students interested in a major or a minor in anthropology and a major in anthropology with a concentration in archaeology. It is a discipline which gives a more thorough knowledge of people and their adaptation to the changing environment while providing important tools to help understand changing social patterns that may have an impact on future conditions.

## **COURSES**

The curriculum has been organized into the following four areas:

The General Area includes the required or basic courses that introduce the student to the discipline and the technical courses required of majors or minors.

Human Adaptation includes those courses that concentrate on the ability to adapt to the changing environment.

Expressive Adaptation includes courses that encompass adaptation through language, artistic expression, and ritual.

Social Adaptation examines adaptation through various social institutions in the present and the past. In addition to the General Anthropology Program, the student is offered a major in Anthropology with a concentration in Archaeology. This specialization prepares the student for graduate programs as well as a career in Public Archaeology, Resource Management, or Forensic Anthropology.

## **REQUIREMENTS FOR ANTHROPOLOGY MAJOR**

Students majoring in Anthropology must satisfy the following requirements: APG 110 or 212, 200, 301, 402, and six electives from the three areas: Human Adaptation, Expressive Adaptation, and Social Adaptation. One summer (6 weeks) of field work in an approved archaeological dig or APG 404 may be used to meet one of the elective requirements. An internship may be served in the junior and/or senior year.

## **REQUIREMENTS FOR ANTHROPOLOGY MINOR**

Students minoring in Anthropology must have six courses as follows: APG 110 or 212, 200, 301, and one elective from each of the three Adaptive Areas. A joint minor may be arranged with Geography upon approval of the department chair.

## REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR WITH A CONCENTRATION IN ARCHAEOLOGY

Students concentrating in archaeology must satisfy the following requirements: APG 110 or 200, 212, 214, 217, 301, 402, and four electives from all General Anthropology areas. It is strongly recommended that a student also take at least one course in chemistry, geography, management, and/or ceramics.

### COURSES

### CREDITS

#### **110 Human Diversity: An Introduction to Anthropology (3)**

The study of the evolution of mankind and its direct relationship to environmental change and biological/cultural adaptation.

#### **200 Cultural Anthropology (3)**

This course explores various cultures by studying the evolution of social institutions and value systems as a means of adapting to the environment.

#### **212 Introduction to Archaeology (3)**

The study of culture and reconstruction of past history using archaeological methods and theories including surveys, techniques, dating, and fossil preservation.

#### **301 Anthropological/Archaeological Theory (3)**

An examination of the major theoretical approaches and theorists who have contributed to the development of anthropology and archaeology. Critical world problems will also be examined. *Prerequisites: APG 110 or 200 or 212 and Junior or Senior status*

#### **402 Field Methods (3)**

An introduction to the fundamental techniques used in anthropology and/or archaeology. (Participation in actual field work sponsored by other colleges may be arranged.) *Prerequisites: APG 110 or 200 or 212 and Junior or Senior status*

### HUMAN ADAPTATION

#### **214 Great Discoveries in Archaeology (3)**

The exploration of many lost civilizations found in the past using archaeological methodology and keen observation.

#### **215 Folklife and Culture (3)**

A study of the folk traditions that help explain, maintain, and transmit our major cultural institutions through myth, ritual, and other folk customs.

#### **216 Native Americans (3)**

An introduction to the major American Indian groups in North, Middle, and South America. Their origins, traditions, culture, and modes of survival are compared cross-culturally.

**217 Forensics and Physical Anthropology (3)**

The study of evolution from a biological perspective and the reconstruction of fossil and human remains during laboratory sessions.

**EXPRESSIVE ADAPTATION**

**322 Language and Culture (3)**

The study of the evolution of language and comparison of several human and non-human systems of communication. Primate communication and sociolinguistics will also be examined.

**351 The Anthropological Study of the Supernatural (3)**

A study of the agents and actions manifest in myth, ritual, magic, and witchcraft. Other states of consciousness, including the use of hallucinogenics as a cultural technique, will be examined.

**352 Anthropology of Visual Communication (3)**

An examination of such art forms as cave paintings, films, photographs, graffiti, and comics for the purpose of deepening our understanding of cultures through symbolic expression.

**SOCIAL ADAPTATION**

**247 Medical Anthropology (3)**

A comparative study of health and illness beliefs in both traditional and contemporary Western systems as well as in non-Western treatment systems. Practitioners, healing methods, herbs, and magic are all studied on a cross-cultural basis.

**310 Historical Anthropology of the Middle East (3)**

The reconstruction of Biblical cultures and technology, using materials discovered at archaeological sites in Israel and other ancient lands.

**399 Special Topics (3)**

Course of particular anthropological or archaeological interest determined by the department and offered on an irregular basis.

**404 Field Experience in Mexico (6)**

Students taking this course, offered during Christmas break, will spend two and one-half weeks in Mexico studying the local culture, ancient civilizations, and the Spanish language.

**499 Independent Study (3)**

Supervised study in an area not available in regularly scheduled courses.  
*Prerequisite: Proposal approved by Anthropology Program*

# ART

*Chair:* Daniel Ludwig, M.F.A.

The Art Department serves to instruct in and communicate about the visual arts and their relevance in contemporary culture. The curriculum stresses (1) a knowledge of art and culture, (2) an understanding of the visual elements with their many complex interactions, and (3) a sound technical background from which creative responses may be elicited.

Courses directed toward the general education population provide an opportunity whereby students are brought closer to their cultural heritage in terms of awakening an awareness of how and why people have made Art. Students are exposed to various artists, the different historical periods, and their many complex interactions within society. Studio courses allow for the development of both the intellectual and physical skills necessary to solve complex visual problems. Small classes foster intimate dialogue between students and faculty. The Art Department is an accredited Associate Member of the National Association of Schools of Art and Design.

## THE MCKILLOP GALLERY

The McKillop Gallery has become an integral part of the greater Newport cultural community. The exhibition program features the work of many outstanding artists from the region, the country, and the world. Annual student exhibitions, as well as the Senior Thesis Exhibitions, give students an opportunity to present their work in a professional forum. The Art Department's Visiting Artist program also gives students access to professional artists from a variety of disciplines.

## REQUIREMENTS FOR THE STUDIO ART MAJOR

Students majoring in Studio Art must take a minimum of 45 credits in Art, varying according to the student's area of specialization. A Studio Art major is possible with specializations in ceramics, graphic design, painting, or photography. All Art majors are required to submit to a comprehensive portfolio review during the Spring semester of the Freshman year. Art majors are not required to declare a minor.

Twenty-one hours of core course work are required of all Art majors. Required courses are ART 111, 112, 131, 132, 200, 300, and two studio electives, one of which must be in a three-dimensional area, and the other in a two-dimensional area. Students elect two additional art history courses, as well as two studio courses outside their specialty area. Majors must also take PHL 352 as a requirement in their General



## Art

Education program. Studio majors must select one area of specialization from the following:

- |     |                                                 |      |                                         |
|-----|-------------------------------------------------|------|-----------------------------------------|
| I.  | <i>Ceramics</i><br>ART 231, 232, 331            | III. | <i>Painting</i><br>ART 251, 252, 351    |
| II. | <i>Graphic Design</i><br>ART 241, 242, 261, 341 | IV.  | <i>Photography</i><br>ART 261, 262, 361 |

All seniors are required to take Art 440 - Senior Studio (6 credits) in preparation for the Senior Thesis Exhibition. All majors are required to participate in Department activities.

### REQUIREMENTS FOR ART MINOR

Students minoring in Art must complete a minimum of 21 semester hours in course work. Required courses are the following: ART 111 or 112; 131, 202, or 231; plus four additional courses approved in consultation with the department chair. An Art History minor may be designed, also in consultation with the chair.

### COURSES

### CREDITS

#### **090-099 Art Awareness Workshops (1)**

These seminar workshops focus on the relevance of the visual arts and their potential to affect the quality of life. The format consists of lecture presentations as well as visits to regional museums and architectural landmarks. All workshops attempt to promote a cultural understanding of and appreciation for the Arts.

#### **100 Great Masters (3)**

A course that introduces the world of art to non-majors by focusing on the lives and work of some of the "Great Masters" in painting, photography, ceramics, printmaking, sculpture, and architecture.

#### **101 Art in Society (3)**

A course that introduces the world of art to non-Art majors by focusing on the interrelationships that exist between art, the "art world", and societies. Reoccurring themes and particular periods in art history will be used to illustrate these interrelationships.

#### **102 Film Appreciation (3)**

A course that introduces the techniques and symbolism of film as an art form. Issues of both form and content are presented as students explore the visual language of film. Students will be guided in the art of watching films as well as in the progressive appreciation for the way filmmakers reshape reality.

#### **/MSC 105 Style in Art and Music (3)**

A study of the interaction between art and music during various historical periods.

**111 Prehistoric through Gothic Art (3)**

A survey of artistic development from the Paleolithic to the High Gothic era. Emphasis will be on chronological development of styles and the importance of art in the context of significant historical periods.

**112 Renaissance through Early Twentieth-Century Art (3)**

A continuation of ART 111, beginning with the Renaissance and covering the major artistic developments up to the Second World War.

**131 Drawing I (3)**

An introduction to the principles of rendering in various black-and-white media. Using the still life as the primary subject matter, fundamentals such as perspective, value, proportion, composition, and contour will be investigated and analyzed.

**132 Drawing II (3)**

Basic drawing skills learned in ART 131 are used to solve more complex drawing problems. The subject matter includes natural and organic forms such as bones, shells, leaves, as well as landscape and the human figure. Students are encouraged to find in the subject and media a more individual and expressive approach to drawing. *Prerequisite: ART 131*

**200 Drawing III (3)**

This is an advanced studio course that deals with a wide variety of subject matter. The primary focus is on media exploration in the form of colored pastels, collage, and alternative drawing materials. Complex projects, reading assignments, and class excursions all attempt to instill in the student a greater responsibility for imagery and enthusiasm for drawing as an expressive medium. *Prerequisites: ART 131, 132*

**202 Art in Three Dimensions (3)**

This course introduces students to the aesthetics of working in real, three-dimensional space. Using such materials as plaster, wood, clay, metal, wire, etc., the student will explore the sculptural concepts of design to produce forms in space. The work of twentieth-century artists will be studied through slide lectures, reading assignments, and field trips to regional museums and galleries.

**210 American Art (3)**

A course designed to provide a basic introduction to the arts of this country, from Pre-Columbian times to the present. Major topics will include painting, sculpture, architecture, and the decorative arts and crafts.

**211 French Art; 18th and 19th Centuries (Rococo to Realism) (3)**

The development of the chief artistic styles (Rococo, Neo-Classicism, Romanticism, and Realism) will be traced through painting, sculpture, and architecture. The course analyzes the impact of the French Revolution on artists' thinking and on their views of society. Consideration is given to the influence of forms of government, politics, technology, literature, and music.

**212 Art of Imperial China (3)**

This course will follow the general chronological order of Chinese art, beginning with the Han Dynasty, surveying the Six Dynasties, the Sui, Tang, and Five Dynasties, and will investigate more closely the art forms of the Song, Yuan, Ming and Qing Dynasties. Architecture, painting, poetry, and the decorative arts will be examined, as well as the western perception of Chinese art.

**213 Late 19th-Century Painting: Impressionist and Post-Impressionist Painting (3)**

Full coverage is given to the great masters, including Manet, Monet, Renoir, Degas, Puvis de Chavannes, Cezanne, van Gogh, Gauguin, Munch, and others. The course will examine trends in the visual arts during the last half of the 19th century with emphasis on defining a "modern" aesthetic.

**214 20th-Century Art: Cubism to the Present (3)**

This course, a continuation of ART 212, explores the political, social, and aesthetic theories that have shaped contemporary art in Europe and America. We will investigate the changing attitudes toward form and materials of art and architecture, including both the expressive and aesthetic aims. Painting, sculpture, architecture, performance, conceptual and related art forms will be discussed. *Prerequisite: ART 213 or permission of instructor*

**231 Ceramics I (3)**

An introductory course acquainting students with the clay materials and the processes of forming and firing. Basic hand manipulation techniques (coil, slab, and so on) are used in both traditional and non-traditional manner. Students are encouraged to respond creatively to the given problems. A brief technical background on the formation of clay and glazes is also presented, as well as a survey of the historical development of Ceramic Art.

**232 Ceramics II (3)**

Students meet the challenge of mastering the potter's wheel. Traditional (functional) forms are explored in a unique designer/maker situation. Non-traditionally oriented problems are also posed. More advanced glaze calculation and theory are discussed, leading to individual testing and the eventual understanding of the unique effects in the relationship of fire and clay. *Prerequisite: ART 231*

**241 Graphic Design I (3)**

A studio introduction to basic principles of visual communication. The course will focus on concept and skill development of two-dimensional information assembly. Projects include a study of letterform and basic typography, logo development, concept, composition, and layout as applied to publication design. Traditional hand skills will be taught as well as computer-generated page layout, drawing, and image development skills.

**242 Graphic Design II (3)**

Continued exploration and exposure to visual communication problems and principles. Experimental opportunities with symbol design, form and progression problems of typography, and the analysis of the visual language of representation and interpretation. Through projects, lectures, and demonstrations students acquire the basic skills necessary to confront problems and manipulate the tools and materials involved in the production of printed media.

**243 Illustration I (3)**

This course will provide an introduction to the diverse field of commercial art known as Illustration. Students will create artwork which communicates to a wide audience based on subject matter drawn from the commercial art world (magazines, newspapers, books, advertising). Emphasis will be placed on the creative process and the development of interesting, thought-provoking ideas. The history of Illustration and a survey of the current market will also be examined. *Prerequisites: ART 131, 132*

**251 Painting I (3)**

An understanding of color theory and oil painting materials and techniques form the framework for learning to paint objects as they are seen. The still life serves as the subject for learning to master the integration of value and color in creating pictorial space and form.

**252 Painting II (3)**

This course provides the opportunity to apply the basic skills of ART 251 to various subject matters such as the portrait, the figure, and natural objects. Manipulation of color and scale as seen in twentieth-century art will also be issues of concern. *Prerequisites: ART 131, 251*

**261 Photography I (3)**

A comprehensive introductory course in black and white photography encompassing camera operation, film exposure, and development and printing. Problems will be given with an emphasis on both technique and aesthetic expression. Twentieth-century work in the medium as a fine art will be studied and evaluated. A manual 35mm SLR is required.

**262 Photography II (3)**

The student will encounter more demanding technical problems in film exposure and development manipulation leading to greater previsualization and control of the medium. Additional aesthetic approaches to creating the single gelatin-silver print will be explored through a series of rigorous problems. A general survey of the history of photography is also presented. *Prerequisite: ART 261*

**300 Advanced Design (3)**

This course explores the formal and theoretical nature of the elements of design. Design vocabulary common to both two- and three-dimensional form as well as issues of style and content will be presented. Studio sessions with extensive analytical critiques will be held regularly. This course is a prerequisite for senior studio.



**331 Ceramics III (3-9)**

An advanced studio class where the emphasis will be placed on a concentrated topic such as expressive vessels, tableware, or mixed media. Individual experimentation and expression will be encouraged within the topic covered. This course may be taken more than once for different topics. *Prerequisite: ART 231*

**340 Gallery and Museum Management (3)**

A course designed to explore aspects of museum work and managing an art gallery. Topics include various phases of exhibition preparation and presentation from the viewpoint of both artists and directors of galleries.

**341 Graphic Design III (3-9)**

An advanced studio class where the emphasis will be placed on a concentrated topic such as handmade papers, artist's books, package design, and multimedia projects. Students may take this course more than once for different topics. *Prerequisite: ART 241*

**343 Illustration II (3)**

A more advanced comprehension of professional standards and practices of the Illustration profession are presented here. Students will illustrate manuscripts as actual professional assignments. The development of a personal style and approach to problem solving will be stressed. A strong professionally presented portfolio will be required for final evaluation. *Prerequisite: ART 243*

**350 Anatomy for the Artist (3)**

An extensive investigation into the skeletal and muscular aspects of the human body that are of concern to the artist. Drawing initially from the skeleton as well as from muscle casts, the student is able to relate the corresponding structures on live models. This exploration will be carried out in drawing as well as in modeling in clay. Out-of-class projects will use this analytical knowledge as a source of inspiration for more personal artistic applications. *Prerequisites: ART 131, 132*

**351 Concentrated Studies: Painting (3-9)**

An advanced studio experience designed to explore the expressive potential of painting. A concentrated topic such as glazing, egg tempera, abstraction and synthesis, or the figure, will be explored in depth for the duration of the semester. Students may take this course more than once for different topics. *Prerequisites: ART 131, 132, 251*

**/PHL 352 Philosophy of Beauty (3)**

Theories of art and beauty from both Eastern and Western traditions are examined in light of both ancient and contemporary concepts. Readings from Plato, to Joyce, to Japanese aesthetics, to the role of censorship form the basis for class discussion.

**361 Concentrated Studies: Photography (3-9)**

An advanced studio course covering a concentrated topic such as large format, non-silver and mixed media, color, or contemporary approaches. Students will be expected to develop a consistent body of work for evaluation. This course may be taken more than once for different topics. *Prerequisite: ART 261*

**398 Special Topics in Art History (3)**

This course will provide an opportunity for the introduction of specialized, in-depth study of specific subject areas. Courses which may depend on the demands of departmental curriculum will provide a flexible outlet for students needing a more advanced course in Art History.

**399 Special Topics in Studio Art (3)**

A course which covers areas of special interest relating to art studio disciplines such as stone and wood carving, photojournalism, kiln building, and monoprinting.

**440 Senior Studio (3-6)**

Students concentrate in their major medium on work that expresses a sound technical background, an understanding of contemporary art concerns, and the awakening of a personal style. Professional concerns of a visual artist will be discussed, ranging from taxes and the law to portfolio presentations to selecting graduate schools. The Senior Exhibit that culminates this experience will be presented in a professional manner. *Prerequisite: Art Major*

**474 Apprenticeship/Internship in the Visual Arts (3-6)**

A practical field-related experience in cooperation with a professional artist, design firm, museum, or the like. Students gain valuable experience in the Art world by participating in a functioning studio/gallery/museum environment. *Prerequisite: Art Major*

**499 Independent Study (3)**

An individual study in a special topic carefully selected through counseling and individual programming.

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## **BIOLOGY AND BIOMEDICAL SCIENCES**

*Chair:* Mary Louise Greeley, Ph.D., MT(ASCP)

Within the framework of Christian ethics, the Biology Department will address itself to the individual needs of each student. Those needs are interpreted by current demands placed upon the potential graduates by their chosen fields of endeavor. The Department will then seek to offer courses in quality and number so as to prepare students to become capable and contributing professionals.

**NOTE:** Transferring students may apply a maximum of four biology courses to a Biology major and two courses to a Biology minor. The transferred courses must be evaluated by the Biology faculty before they are accepted for fulfilling Biology major or minor requirements.

### **REQUIREMENTS FOR THE BIOLOGY MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE**

Students concentrating in Biology and working toward a Bachelor of Science degree should take a minimum of 32 semester hours in Biology. Required courses are BIO 111, 112, 220, 471; at least six (6) BIO electives from the 200-level or above; BCH 403, 404; six (6) semester hours in Calculus; eight (8) semester hours in PHY; and CHM 113, 114. Students working toward a degree in Biology are not required to have a minor.

### **REQUIREMENTS FOR THE CYTOTECHNOLOGY MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE.**

#### **THREE PLUS ONE PLAN**

Students concentrating under the Three Plus One Plan in Cytotechnology and working to a Bachelor of Science degree should take the following courses: BIO 111, 112, (or 205, 206), 210, 220, 350, 420, 450, and 460; BCH 403 and 404; MET 301 and 302; CYT 410, 420, 430, 440, 460, and one course in Mathematics. Students working to a degree in Cytotechnology are not required to have a minor.

## **REQUIREMENTS FOR THE MEDICAL TECHNOLOGY MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE.**

### **THREE PLUS ONE PLAN**

Students concentrating in Medical Technology and working toward a Bachelor of Science degree under the Three Plus One Plan should take the following courses: BIO 205, 206, 210, 220, 330, 340 or 350, 420, 450, 460; BCH 403, 404, and 410; MET 301, 302, 410, 420, 430, 440, 450, 460; CHM 113, 114, and one course in Mathematics and one course in Physics. Students working toward a degree in Medical Technology are not required to have a minor because of the extensive supporting course work in Biology and other sciences.

## **REQUIREMENTS FOR THE BIOLOGY MAJOR WITH A SPECIALIZATION IN MICROBIOLOGY LEADING TO A BACHELOR OF SCIENCE DEGREE**

Students concentrating in Microbiology and working toward a Bachelor of Science degree should take the following courses: BIO 205, 206, 210, 220, 330, 340, 350, 420, 450, 460; BCH 403, 404, and 410; MET 301, 302 or BIO 471; CHM 113, 114, one course in Mathematics, and one course in Physics. Students working toward a degree in Biology are not required to have a minor. This major is also intended for those students who wish to pursue a career in Medical Technology under the four plus one plan. Students planning a fifth-year clinical internship should take MET 301 and 302. Please refer to the catalog section on Medical Technology for a description of that program.

## **REQUIREMENTS FOR THE BIOLOGY MAJOR LEADING TO A BACHELOR OF ARTS DEGREE**

Students concentrating in Biology who are not interested in further graduate studies or professional training may earn a Bachelor of Arts degree by completing a minimum of thirty-six (36) semester hours in Biology. Required courses for the Biology major are BIO 111, 112, 220, 471, and at least six (6) Biology electives from the 200-level or above.

## **REQUIREMENTS FOR A MAJOR IN BIOLOGY/ SECONDARY EDUCATION**

Students concentrating in a double major in Biology and Secondary Education should take a minimum of thirty-six (36) credits in Biology. The required courses in Biology are: BIO 111, 112, 130, 140, 210, 220, 440, 450, 471, and two other Biology electives. Students majoring in Biology and Secondary Education must also fulfill the requirements of the Secondary Education Department.



## REQUIREMENTS FOR THE BIOLOGY MINOR

Students minoring in Biology must take a minimum of 20 semester hours. The courses chosen for the minor will be mutually agreed upon by the Chair of the Biology Department and the student. The student's major will affect the choice of courses.

### BIOLOGY COURSES

### CREDITS

**110      Human Biology: Physiology and Health      (3)**  
**Lecture 3 hrs**

A concept-oriented study of the interrelationships and variations in the physiological processes in health, disease, and sexuality. Included will be discussions of human physiology, anatomy, adaptations, reproduction, and heredity. This course is intended primarily for non-science majors.

**111,112    General Biology I, II      (4),(4)**  
**Lecture/Lab 5 hrs**  
**Three hours of lecture; two hours of lab per week**  
**(two semesters)**

This two-semester course introduces the fundamental characteristics of life from the subcellular level through the organism in its environment. A comparative approach of plant and animal form and function emphasizes the diversity of life and habitat adaptations of various groups.

**130      General Botany      (1-3)**  
**Credits vary depending on projects.**

This course examines the functional morphology and physiology of plants through comparative study in the laboratory and field. A hands-on approach emphasizes effective techniques and methods for plant study and serves teachers-in-training and beginning botanists and horticulturists.

**140      Humans and Their Environment      (3)**  
**Lecture 3 hrs**

This course considers the human interrelationship with the total environment. Discussions of contemporary social, economic, and ecological concerns such as population growth, world hunger, pollution, and resource utilization attempt to provide the student with a general background necessary for considerations of environmental ethics.

**205,206    Human Anatomy and Physiology I, II      (4),(4)**  
**Lecture/Lab 5 hrs**  
**Three hours of lecture; two hours of lab per week**  
**(two semesters)**

A systematic study of the gross and microscopic anatomy of the human body and the function of its parts. Laboratory work includes dissection of typical mammal, examination of microscopic structure, and experiments in physiology.

**210 Microbiology (4)**  
**Lecture/Lab 5 hrs**  
**Three hours of lecture; two hours of lab**

Lectures on the morphology and physiology of viruses, rickettsiae, bacteria, yeast, and molds. Discussion of the control of microbial populations, general terminal infection, immunity, and serological diagnosis of disease. Laboratory work includes the cultivation, physiology, and biochemical differentiation of microorganisms. *Prerequisite: 100-level biology course*

**220 Cell Biology and Chemistry (4)**  
**Lecture/Lab 5 hrs**  
**Three hours of lecture; two hours of lab**

An introduction to the structure and physiology of eucaryotic and procaryotic cells and also viruses at both the whole cell, subcellular, and molecular levels. Cell-cell interactions, specialization, organization, growth, and proliferation are presented both in the normal state (development, species preservation) and the abnormal state (cancer, aging, genetic disease). The fundamentals of cellular chemistry and the chemical properties of biomolecules are also emphasized. *Prerequisite: 100-level biology course*

**230 Biotechnology: The Business of Biology (3)**  
**Lecture 3 hrs**

An introduction to recent developments in basic biological research that are improving the existing technologies for producing food, medicines, diagnostic tools, and a vast array of other biochemicals that extend modern life. This course will provide an introduction to the basic principles of genetics, applied microbiology, agribusiness, industrial biotechnology, the ethics of biotechnology, and finally governmental policies regarding the development and regulation of biotechnology research.

**240 Nutrition (3)**  
**Lecture 3 hrs**

This course provides an introduction to both normal and clinical nutrition. It will focus on nutrients and how the body handles them. Carbohydrates, fats, proteins, vitamins, and minerals will be described, and their biochemistry and roles in the body will be covered. Particular emphasis will be given to the special nutritional needs of people throughout the life span - pregnancy, infancy, childhood, and adulthood - and also to the special needs of the body when confronted with stress and/or disease. *Prerequisite: 100-level biology course*

**300 Comparative Anatomy (4)**  
**Lecture/Lab 6 hrs**  
**Two hours of lecture; four hours of lab**

A comparative study of the systems of the vertebrates. *Prerequisite: 200-level biology course*

**310 Ecology (3)**  
**Lecture/Field trips 3 hrs**

The interactions of plants and animals under various environmental conditions are emphasized in this course. The balance of nature is also considered. *Prerequisite: 200-level biology course*

- 330 Pathogenic Microorganisms (4)**  
**Lecture/Lab 5 hrs**  
**Three hours of lecture; two hours of lab**  
The epidemiology of specific diseases of virus, rickettsiae, bacteria, yeast, and molds will be used to demonstrate the host-parasite relationship and responses. Laboratory will be based on isolation and identification of animal pathogens. *Prerequisite: BIO 210*
- 340 Parasitology (4)**  
**Lecture/Lab 5 hrs**  
**Three hours of lecture; two hours of lab**  
A general introductory course with emphasis on the fundamentals of taxonomy, chemical compositions, morphology, development, life cycles, physiology, and ecology of animal parasites. *Prerequisite: 200-level biology course*
- 350 Mycology (2)**  
**Lecture 2 hrs**  
The structure, life cycles, and classification of the fungi in general are presented. The role which fungi play in causing allergies in man and parasitic diseases of plants and animals will be discussed. *Prerequisite: 200-level biology course*
- 360 Physiological Regulation (4)**  
**Lecture/Lab 5 hrs**  
**Three hours of lecture; two hours of lab**  
The study of the interaction of organs, systems, secretions, and excretions needed to maintain homeostasis on the human body. *Prerequisite: 200-level biology course*
- 410 Radiation Biology (4)**  
**Lecture 4 hrs**  
**Four hours of lecture and demonstration**  
A study of the biological effects and the medical application of radiation. Demonstrations in the use and handling of radioisotopes and the instruments associated with their use. *Prerequisite: 200-level biology course*
- 420 Immunology (3)**  
**Lecture 3 hrs**  
A study of the cellular and humoral interactions involved in the response of the host to antigenic stimulation. Special emphasis is given to bursal and thymic influence on lymphoid cells, immune mechanisms in viral diseases, vaccines, autoimmune disorders, and immunochemistry. *Prerequisite: BIO 210*
- 430 Introduction to Biological Research (2-4)**  
**Credits vary depending on projects**  
A pre-research course offering the opportunity to do independent laboratory research work on some problem in biology. The student is expected to do a library search on the current state of knowledge of the chosen problem, then to design and carry out a research project intended to add to that knowledge, and to make both a formal oral and written presentation of the data. The choice of problem must be approved by the faculty member supervising the student in this course. *Prerequisite: BIO Major/Minor*

**440 Genetics (4)**  
Lecture/Lab 5 hrs  
Three hours of lecture; two hours of lab

Lectures on the structure and synthesis of DNA, RNA, and protein. Discussion of the gene theory, the various methods by which genes are expressed or inhibited, structural changes in the chromosomes and their effects, elementary Mendelism and its modifications, and the genetics of procaryotes and eucaryotes.  
*Prerequisite:* 200-level biology course

450      **Pathophysiology** (3)

This course presents an in-depth study of the present theories of what constitutes the normal cell, the adapted cell, the injured cell, and the dead cell. The exogenous and endogenous environmental stresses that exceed the adaptive capabilities of the cells are examined. Their injury (or death) at the cellular level is then related to diseases of individual organs and to the effects these diseases have on the body as a whole. *Prerequisite: BIO 112 or BIO 206*

**460      Virology      (3)**  
**Lecture 3 hrs**

The basic properties of the viruses are examined in depth, beginning with bacteriophages and following with animal and plant viruses. This information serves as the basis for analyzing the mechanisms by which viruses interact with human or with other animal and plant organisms to produce disease. The use of viruses as tools for studies in genetics, biochemistry, and molecular biology is also presented. The viruses will be considered in two parallel ways—as very interesting organisms and as agents of disease. *Prerequisite: BIO 210 or 220*

**471**      **Biology Seminar** (4)  
**Lecture/Library 6 hrs.**  
**Two-hour presentations, four hours of library work**

Readings, discussions, and formal presentations of current research literature with evaluation of recent developments in the field of biology. Students present seminars in which they review the literature on a subject of their choice.  
*Prerequisite:* 300-level biology course

**499 Independent Study (2-4)**

Supervised study in an area not available in regularly scheduled courses.  
*Prerequisite: Proposal approved by the department chair*



**BIOCHEMISTRY COURSES**

**CREDITS**

**302 Clinical Chemistry and Microscopy**

**(3)**

An introduction into the scientific principles and theory in clinical chemistry, instrumentation, and microscopy, including colorimetric analysis, quality control, dilutions, enzymatic determination with emphasis on basic skills. The routine analysis of urine and other body fluids will also be covered, including both the water-soluble and insoluble components, clearance calculations, kidney-functioning tests, and urine calculi analysis. *Prerequisites: 200-level biology course and CHM 107 or 113*

**403 Biochemistry I**

**(3)**

**Lecture 3 hrs**

An introduction to biochemistry. The organizing principles of cellular biochemistry are emphasized. Within this framework the structure, chemistry, and function of proteins, nucleic acids, amino acids, lipids, basic enzyme mechanisms, and bioenergetics are presented. *Prerequisites: CHM 107 or 114 and 200-level biology course*

**404 Biochemistry II**

**(4)**

**Lecture/Lab 5 hrs**

The metabolic pathways of carbohydrates, lipids, amino acids and their metabolic controls are presented. The central concepts of metabolism, the molecular basis of self-assembly, morphogenesis, and cell differentiation are stressed. Emphasis is also given to the important ultrastructural elements of the cell, neurotransmission, hormones, viruses, and nucleic acid structure and function. *Prerequisite: BCH 403*

**410 Pharmacology and Toxicology**

**(3)**

**Lecture 3 hrs**

Basic principles of pharmacology are discussed, emphasizing both the normal and abnormal metabolism and physiological effects of drugs on the human body. Drug distribution and drug effects on the cardiovascular, nervous, and renal systems are emphasized. *Prerequisite: BIO 112 or 206*

# **CYTOTECHNOLOGY**

## **RATIONALE**

The Bachelor of Science program in Cytotechnology is designed to provide opportunities for students to prepare for professional careers in Cytotechnology. This program qualifies the student for entrance to certification examinations given by the American Society of Clinical Pathologists in Cytotechnology. Satisfactory completion of the examination enables the student to become a registered Cytotechnologist, CT (ASCP).

## **REQUIREMENTS**

The student is recommended for the Bachelor of Science degree in Cytotechnology upon successful completion of all requirements. Acceptance into the Bachelor of Science program in Cytotechnology is contingent upon the student's being accepted into a Cytotechnology Technology Internship at one of the University's affiliated hospitals or a hospital with which the University could open an affiliation. Prospective students should contact the Biomedical Technology program director concerning the specific requirements for admission to a Cytotechnology Internship.

## **PROGRAM OF STUDY**

The student's program of study consists of thirty-two (32) credits or Cytotechnology Internship. The internship is normally begun between June and September and is completed at an affiliated hospital-based school approved by the American Society of Clinical Pathologists. Upon satisfactory completion of the internship year, the student enrolled at the University will be eligible to take the examination of the American Society of Clinical Pathologists in order to become a registered Cytotechnologist, CT (ASCP).

## **THE CYTOTECHNOLOGY CORE**

Thirty-two (32) credits

## **COURSE DESCRIPTIONS**

The following 400-level courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Bachelor of Science Program in Cytotechnology.

**410      Cytopreparatory Techniques**

A review of cell structure, staining techniques and the principles of microscopic examination. The anatomy and physiology of the female reproductive system will be reviewed. The non-malignant cytology of the female genital tract will also be presented.

**420      Gynecological**

The clinical aspects of atypia, dysplasia, carcinoma-in-situ and invasive squamous cell carcinoma are presented. Endometrial carcinoma, endocervical carcinoma, other genital tract cancer, and radiation effects on cells will be considered.

**430      Pulmonary Cytology**

The benign and malignant cytology of the respiratory tract will be correlated with various anatomical and physiological pathology. Benign, atypical and malignant exfoliative cells from the serous effusions will also be studied.

**440      Gastrointestinal Cytology**

The benign and malignant cytology of the gastrointestinal tract will be correlated with various anatomical and physiological pathological states of the respiratory.

**450      Urinary Tract & Body Fluid Cytology**

Benign, atypical and malignant exfoliative cells from urinary tracts, serous effusions, and cerebrospinal fluid will be studied.

**460      Breast and Miscellaneous Cytology**

The cytopathology of benign, atypical and malignant exfoliative cells from breast secretions will be presented. Benign atypical and hormonal changes will also be covered. The cytological diagnostic criteria of benign, premalignant and malignant tumors from various body sites and their histopathological correlations will also be presented.

**470      Applied Cytology I (Gynecological Cytology)**

Practical experience is given in the microscopic evaluation and screening of cytological smears from the respiratory tract, gastrointestinal tract, urinary tract and from body fluids.

**480      Applied Cytology II**

Practical experience is given in the microscope evaluation and screening of cytological smears from the respiratory tract, gastrointestinal tract, urinary tract, and from body fluids.

**490      Applied Cytology III (All Body Sites Cytology)**

Practical experience is given in the microscopic evaluation of cytological smears from various body sites. The typical cellular changes associated with radiation and chemotherapeutic treatments are covered. Typical cellular changes seen during pregnancy and the various other hormonal conditions will also be studied.

**499      Special Projects in Cytotechnology**

Special projects in cytology, cytopathology, and/or cytotechnology are investigated by the students. Both written and oral presentations may be required.

## MEDICAL TECHNOLOGY

Within the framework of the Catholic ethic, the Medical Technology program will address itself to the needs of individual students as determined by their chosen field in the medical sciences. The department will then endeavor to offer courses in kind and quality so as to prepare each person to be able to compete and contribute as a responsible self-actualized individual.

The Medical Technology program qualifies the student for entrance to the certification examination given by the American Society for Clinical Pathologists. Satisfactory completion of the examination enables the student to become a registered Medical Technologist.

Students within the Medical Technology program have a choice of two degree plans. These degree options are listed below:

### THREE PLUS ONE PLAN

Students concentrating in Medical Technology and working toward a Bachelor of Science degree under the Three Plus One Plan should take the following courses: BIO 205, 206, 210, 220, 330, 340 or 350, 420, 450, 460; BCH 403, 404, and 410; MET 301, 302, 410, 420, 430, 440, 450, and 460; CHM 113, 114, one course in Mathematics, and one course in Physics. Students working toward a degree in Medical Technology are not required to have a minor because of the extensive supporting course work in Biology and other sciences.

### FOUR PLUS ONE PLAN

The student will complete the requirements for the Biology degree with a specialization in Microbiology during the first four years at the University and also the requirements for the Medical Technology degree, which includes a fifth year in a University-sponsored clinical internship. Two additional courses are required for the student who intends to complete a fifth-year clinical internship. **NOTE:** Please refer to the Biology Department/Microbiology program. These courses are MET 301 and 302. Upon satisfactory completion of this fifth year, the student will receive a second degree: the B.S. degree in Medical Technology.

### MEDICAL TECHNOLOGY INTERNSHIPS

The internship is normally begun in June-September after the completion of the fourth year and is completed at an affiliated hospital-based school which is approved by the American Society of Clinical Pathologists. Upon satisfactory completion of the internship year, the student enrolled at the University will be eligible to take the examination of the American Society of Clinical Pathologists in order to become a registered Medical Technologist, MT(ASCP).



The University will sponsor at least one application for an affiliated medical technology internship at one of our affiliated hospitals for each medical technology student who has completed the necessary prerequisite courses with a grade of C or better and has an overall cumulative science and math grade point average of 2.5, if there are sufficient spaces available. The final decision as to which hospital affiliate the student may apply will be made by the Medical Technology coordinator at the University, who will consider the following factors: student's choice, academic standing, maturity; the student's personal factors (i.e., family situation); and also the potential compatibility of the student and the hospital school of medical technology. The student may also seek an internship at a hospital which is not at this time affiliated with the University, whether or not there are sufficient internships open for our students at our affiliated hospitals. If the student desires to do this, the University will attempt to open an affiliation with this hospital under an agreement similar to that which it has with current affiliated hospitals, provided this hospital school of medical technology meets the same standards as its current affiliates. The responsibility for investigating an internship at a hospital with which the University is unable to open an affiliation must be assumed by the student.

## **COURSES**

## **CREDITS**

<b>301</b>	<b>Clinical Laboratory Practicum I - Hematology and Immunohematology</b>	<b>(3)</b>
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An introduction to clinical hematology and immunology. The hematology section will include hematopoiesis, hemoglobinometry, anemias, principles of cell counting, and the morphology of peripheral blood cells. The immunohematology section of this course will include blood grouping, cross-matching, quality control, and antibody screening. *Prerequisite: Junior/Senior level*

<b>302</b>	<b>Clinical Laboratory Practicum II - Clinical Chemistry and Microscopy</b>	<b>(3)</b>
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An introduction to the scientific principles and theory in clinical chemistry, instrumentation, and microscopy, including colorimetric analysis, quality control, dilutions, and enzymatic determination, with emphasis on basic skills. The routine analysis of urine and other body fluids will also be covered, including both the water soluble and insoluble components, clearance calculations, kidney functioning tests, and urine calculi analysis. *Prerequisite: Junior/Senior level*

**NOTE:** All of the following (400-level) courses are related to the Clinical internship (30-32 credits) taken in the hospital setting. *Prerequisite: Permission of the department chair*

**400 Clinical Laboratory Techniques (30-32)**

The following courses are pursued in the laboratories of the hospitals affiliated with this University and constitute the internship portion of the Bachelor of Science program in Medical Technology.

**410 Clinical Microbiology**

This course addresses the relationship of bacteria and bacterial diseases of man with an emphasis on the application of procedures to medical diagnosis. Fungi, viruses, the rickettsia, and human parasites are also studied. The laboratory assignments are designed so that all students rotate through all routine areas of clinical microbiology, parasitology, and virology. To help evaluate performance, a series of unknowns is given to the student, who must identify all organisms accurately.

**420 Clinical Chemistry**

The chemistry of body constituents such as minerals, carbohydrates, lipids, proteins, enzymes, vitamins, and hormones and the relationship of these constituents to the diagnosis of human disease is studied. The student receives instruction in manual procedures and automated analysis. Toxicology and therapeutic drug monitoring are also covered.

**430 Immunohematology**

Instruction is given in drawing and processing blood and in ascertaining blood compatibility. Donor-recipient blood reactions are studied in detail. Major topics include the development and chemical structure of blood group antigens, the correlation of physical properties of antigens and antibodies with testing procedures, the role of complement in blood banking, autoimmune status, the inheritance patterns of blood groups, Hemolytic Disease of the Newborn, transfusion reactions, and the preparation and use of blood components. The laboratory practice also emphasizes serological procedures in the diagnosis of disease. Experience is gained in the operation of the blood bank.

**440 Hematology and Coagulation**

This course addresses the morphology of the blood and blood-forming organs and the study of abnormalities associated with diseases. Diagnostic procedures are emphasized. Experience is also gained in the dynamics of coagulation. During the clinical laboratory rotation the student is expected to master the routine procedures performed in hematology and to become familiar with specialized hematology procedures and automated hematology instrumentation.

**450 Clinical Microscopy**

This course consists of lectures and laboratory practice in the microscopy of body fluids. Topics covered include the anatomy and physiology of the kidney, the formation and composition of urine, urine chemistry procedures, and the appearance of normal and abnormal urine sediments.

**460 Medical Technology Hospital Elective**

This course is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the courses of disease will be studied. **NOTE:** This course is not offered by all affiliated hospitals.

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## BUSINESS STUDIES

*Coordinator of Business Studies Programs:*  
Frederick Lupone, M.B.A.

### **DEPARTMENT CHAIRS:**

*Accounting:* Terrence Gavan, M.S./C.P.A.

*Business Administration:* Johnnie W. Britton, M.B.A.

*Economics:* Harold Lawber, Jr., Ph. D.

*Information Systems Science:* Frederick Lupone, M.B.A.

The Business Studies Program provides students with a broad curriculum of study that prepares them for pursuit of advanced degrees and a wide variety of exciting career opportunities. Included in this program are the disciplines of Accounting, Economics, Business Administration (Finance, Human Resources, Marketing, Health Services) and Information Systems Science.

All students who select this program of study take a common core curriculum which includes introductory courses in all the above disciplines. This approach allows students to grasp the scope and major principles of these related areas before selection of their major field. Emphasis throughout the four year program is placed on the integration of knowledge across all disciplines. In this way, the student is introduced to the process by which a successful business works by coordinating its various functional departments into one smoothly cohesive team.

The common core curriculum includes the following courses: Accounting (101, 102), Business Administration (MGT 120 and 280 or 311), Information System Science (ISS 101, 102), Math (MTH 191), and Statistics (STA 201).

# ACCOUNTING

The core accounting and related business courses along with the University's General Education Requirements provide accounting majors with both the technical expertise and the well-rounded education necessary to meet the growing needs of the accounting profession. Moreover, a graduate with an accounting degree has a strong financial and technical base suited to pursue any other business career.

## REQUIREMENTS FOR THE ACCOUNTING MAJOR

Students majoring in Accounting must complete a minimum of thirty-six (36) semester hours in accounting courses distributed as follows: ACC 101, 102, 201, 202, 203, 301, 302, 303, 304, 401, 404, and 405. In addition, students must complete the following related courses, some of which may be applied toward the General Education Requirements of the University: MGT120, 311, 320, 403, 404, 490; ECN101, 102, 207, 305; ISS101, 102; MTH191, 192; STA201; PSY100; and ENG354.

## REQUIREMENTS FOR ACCOUNTING MINOR

Students desiring a minor in Accounting must complete the following courses: ACC101, 102, 201, 202, 203, 303, and 304.

In addition, students must complete the following courses: ECN101, 102; MGT403, 404; STA 201.

COURSES	CREDITS
<b>101-102     Accounting I, II</b>	<b>(3),(3)</b>
Accounting is studied as a basic language of business with an established vocabulary and set of rules to enable the use of accounting data by persons internal and external to the firm. The courses include the accounting cycle for merchandising operations and cover the accounting treatment of current assets, current liabilities, fixed assets, and long-term liabilities. Computerized spreadsheet application is an integral part of these courses. <i>Prerequisite for ACC102: ACC101</i>	
<b>201             Intermediate Accounting I</b>	<b>(3)</b>
Review of accounting procedures and adjustments, plus an in-depth study of financial statements, cash, receivables, and inventory. <i>Prerequisite: ACC 102</i>	
<b>202             Intermediate Accounting II</b>	<b>(3)</b>
In-depth study of fixed assets, current liabilities, long-term liabilities, and stockholders' equity. <i>Prerequisite: ACC 201</i>	
<b>203             Intermediate Accounting III</b>	<b>(3)</b>
Preparation of Statement of Cash Flow, study of earnings per share, revenue recognition, deferred taxes, pensions, leases, and financial statement analysis. <i>Prerequisite: ACC 202</i>	



- 301 Cost Accounting I (3)**  
Study of manufacturing statements; costing of material, labor, and overhead; process and standard costing. *Prerequisite:* ACC 102
- 302 Cost Accounting II (3)**  
Study of by-products and joint products, break-even analysis, budgets, cost-volume-profit analysis, and activity-based cost accounting. *Prerequisite:* ACC 301
- 303 Federal Income Taxes I (3)**  
A study of the basic components of taxable income for individuals including deductions, inclusions, exclusions, gains and losses, and tax credits. Students perform tax research using automated databases. *Prerequisite:* ACC 102
- 304 Federal Income Taxes II (3)**  
This course covers sales and exchanges of property, including non-taxable exchanges and capital gains and losses. A brief introduction to taxation of corporations and partnerships is also included. Students prepare tax returns using tax preparation software. *Prerequisite:* ACC 303
- 401 Advanced Accounting (3)**  
Application of accounting principles and practices to areas such as partnerships, consolidations, and governments. *Prerequisite:* ACC 203
- 404 Auditing (3)**  
A study of the duties and responsibilities of an auditor. Topics include standards, ethics, legal liability, planning, risk, evidence, internal controls, substantive testing, and audit reports. Students analyze real-world case problems throughout the course. *Prerequisite:* ACC 203
- 405 Accounting Theory and Practice (3)**  
Students explore and analyze current issues facing the accounting profession. The impact of FASB pronouncements and other reporting issues are considered. Students use accounting software to record, summarize, report and analyze financial information. *Prerequisite:* ACC 203
- 470 Accounting Internship (3)**  
Individually supervised employment in accounting that involves the application of accounting theories and principles in the workplace. Students must work at least 10 hours per week on the job, meet periodically with a supervising faculty member, and prepare a substantive report on the work experience. Limited to Juniors and Seniors. *Prerequisite:* Approval by a supervising faculty member and the department chair.

**BACHELOR'S DEGREE IN ACCOUNTING WITH A CONCENTRATION IN FORENSIC ACCOUNTING**

Salve Regina University also offers a Bachelor of Science degree in Accounting with a concentration in Forensic Accounting. Students in this program must complete the curriculum for accounting majors supplemented by additional Administration of Justice and other relevant courses. Forensic accountants investigate financial crimes by using auditing and other evidence-gathering techniques. They typically perform investigative field work, prepare reports, and often testify in court as expert witnesses.

With a concentration in Forensic Accounting a graduate may sit for the Certified Fraud Examiner (CFE) examination, and after meeting certain experience requirements earn the CFE designation. In addition, program graduates would still meet all the requirements to sit for the CPA exam.

In addition to the requirements for an accounting major (listed previously), students must take the following courses, some of which may be applied toward the General Education Requirements.

- ADJ100     Introduction to the Judicial Process**
- ADJ101     Introduction to Industrial and Retail Security**
- ADJ201     The Judicial System in American Society**
- ADJ303     Criminal Law**
- ADJ308     Criminal Procedure**
- ADJ402     Evidence**
- PHL240     Philosophy of Law**
- SOC317     Deviant Behavior**
- POL403     Constitutional Law and Development**
- RST395     Christian Ethics and the Judicial System**

## **COMBINED BACHELOR AND MASTER DEGREE PROGRAM**

Salve Regina University has a program of accelerated study leading to both Bachelor's and Master's degrees. This program is designed to encourage highly motivated students to pursue an advanced degree in Accounting, after obtaining a bachelor's degree in another discipline. The course of study conforms to requirements of the AICPA and most state boards of accountancy, which specify a minimum of one hundred and fifty (150) credit hours of education.

In order to meet both undergraduate and graduate requirements, students should take a minimum of sixteen (16) credits in each semester of the freshman year, eighteen (18) credits in each of the next six semesters, and twelve (12) credits in each semester of the fifth year. The total credits are one hundred and twenty-eight (128) for the bachelor's degree and thirty-six (36) for the master's degree. Students who pursue the suggested plan of study will complete the undergraduate requirements and one-third of the graduate work at the end of the fourth year. This may be accomplished without incurring any additional tuition costs.

The pursuit of both bachelor's and master's degrees necessitates the careful planning of the student's academic program. For this reason students must contact the Chair of the Accounting Department as soon as they determine their interest in this objective. This contact will ensure coordination between the student's undergraduate and graduate curriculum.

Students should apply for admission to the graduate program in the first semester of their senior year. They should write "Five-Year Student" in the upper right-hand corner of the application form. They should also make arrangements to take the Miller Analogies Test (MAT), which is offered at the University on a regular basis. Two letters of recommendation from current instructors are required. The recommendations should attest to the student's character and potential for doing graduate level work.

After submitting the application, letters of recommendation, and MAT results, the student will be interviewed by an ad hoc committee composed of Accounting faculty and administration. Upon the favorable recommendation of this committee, the student is accepted as a provisional graduate student in the second semester of the senior year.

After receiving the bachelor's degree, the student should contact the Graduate Studies office to schedule an ad hoc committee meeting in order to complete the admissions and matriculation process.

# **BUSINESS ADMINISTRATION**

Within the context of the University's stated mission, the Business Administration Department provides a broad curriculum of study for those interested in leading and directing people in operations in both the private and public sector. Students have an opportunity to develop a major concentration in one of four tracks, Finance, Health Services Administration, Management of Human Resources, and Marketing, through a series of courses that introduce the student to certain basic and fundamental theories, concepts, and practices of business. Through these areas of concentration the Business Administration Department offers the student the opportunity to prepare for a variety of challenging and rewarding careers.

## **FOUNDATION REQUIREMENTS FOR BUSINESS ADMINISTRATION MAJORS**

Students concentrating in the Business Administration area must take the following courses: ACC 101 and 102; ECN 101, 102, and 207; ISS 101 and 102; MGT 120, 200, 212, 280, 290, 311, and 490; MTH 191 and 192; STA 201.

## **REQUIREMENTS FOR FINANCE MAJOR**

Students majoring in finance must take the following courses: MGT 403; STA 202, and three upper level courses in Finance.

## **REQUIREMENTS FOR THE HEALTH SERVICES ADMINISTRATION MAJOR**

Students desiring to major in business administration with a concentration in Health Services Administration must take a minimum of 42 semester hours in Management. Courses are as follows: MGT 120, 240, 290, 312, 340, 344, 405, 410, 428, 433, 450, 460, and 465. In addition, to properly relate management courses to the total business environment, students are required to take the following courses in other departments: ACC 101 and 102; ECN 101, 102, and 207; ISS 101 and 102; STA201.

## **REQUIREMENTS FOR MANAGEMENT OF HUMAN RESOURCES MAJOR**

Students majoring in Human Resource Management must take the following courses: MGT 405 and three upper level electives in Human Resource Management.



## **REQUIREMENTS FOR MARKETING MAJOR**

Students majoring in Marketing must take the following courses: MGT 403; STA 202, and three upper level courses in Marketing.

## **REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION**

All Business Administration minors must take ACC 101, ECN 101 and 207, ISS 101, MGT 120, 280, 290, 311, and two electives in Management. The student should consult with the Department Chair regarding electives.

## **REQUIREMENTS FOR AN A.S. DEGREE IN BUSINESS ADMINISTRATION**

Students concentrating in Business Administration for the Associate of Science degree Program must take a minimum of 33 semester hours. The required courses are as follows: ACC 101; ECN 101 and 102; ISS 101 and 102; MGT 120, 200, 280, 290, and 311; STA 201.

### **COURSES**

### **CREDITS**

#### **120                    Management and Organizational Behavior                    (3)**

This course focuses on the four major managerial areas of planning, organizing, directing, and controlling that enable managers to meet their objectives. The nature of the organization is examined, emphasizing those dimensions of individual and group behavior most relevant to management.

#### **140                    Introduction to Health Care Systems I                    (1)**

This course will familiarize the student with the American Health Care systems and the process by which Health Care Services are provided.

#### **141                    Introduction to Health Care Systems II                    (1)**

This course will focus on an introduction to health planning and policy, government regulation, finance, and competition, in an attempt to solve or greatly reduce the spiraling health care costs and the problems of access to care. *Prerequisite: MGT 140*

#### **200                    Ethics in Business Environment                    (3)**

The economic, political, social, and legal environments are reviewed from the ethical perspective. The course deals with the manager as a person and the firm as an entity in their complex interactive processes with the society in which they exist. The course establishes an ethical framework for the study of business and its environment; it makes a study of special environmental problem areas that challenge modern managers. *Prerequisites: MGT 120*

#### **212                    Business Communication                    (3)**

This course is designed for individuals who wish to improve their ability to communicate effectively in both the formal and informal organization. The course deals with the organizational setting in which communication occurs, studies the behavioral basis of the communicative act with special reference to the roles that perception and motivation play in communication, and examines patterns of miscommunication.

**215 Introduction to Investing (3)**

A practical approach to problems involved in managing personal finance. Subjects include financial planning, budgeting, debt management, taxes, insurance, and investment opportunities. This course will not provide credit for finance majors.

**240 Introduction to Health Services (3)**

This course is designed to introduce the student to the American health care systems. It will provide a comprehensive overview of the health care industry: the historical development, current issues, and future trends. Critical issues confronting the delivery of health services in our current times will also be discussed.

**280 Principles of Marketing (3)**

Principles of marketing is a study of exchange processes: how transactions are initiated, motivated, facilitated, and consumed. Marketing management deals with how organizations and people can better manage their exchange activities to produce income for themselves and satisfaction for others. Marketing consists of a set of principles for choosing target markets, evaluating consumer needs, developing want-satisfying products and services, and delivering value to customers and profit to the company.

**290 Management of Human Resources (3)**

This course is designed to provide the student with the skills needed to make informed decisions on the human problems of the organization. The course will focus on such areas as personnel administration, management development, developing and utilizing human resources, staffing, performance appraisal, motivation for effective performance, discipline, and other areas related to the management of human resources.

**301 Consumer Behavior (3)**

Formulation of appropriate and effective marketing strategies must begin with a clear and accurate understanding of consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs. The objectives of this course are as follows: (1) To introduce the student to concepts developed in economics, psychology, and sociology, and their relationship to consumer behavior; (2) To involve the student directly in the study and analysis of consumer behavior; (3) To develop in students the ability to translate what can be learned into action by the marketing manager or public policy maker.

*Prerequisite: MGT 280*

**302 Advertising and Sales Promotion (3)**

This course approaches advertising and sales promotion from the managerial point of view. The course uses cases, special guest lectures, and field investigations in formulating the planning and implementation of promotion. The focus of the course content is on the roles of both the marketing and the advertising agency account manager in the development and execution of total promotion programs. *Prerequisite: MGT 280*

**311 Financial Management (3)**

This course shows how the principles of financial management can be used to help optimize the value of a firm. The course focuses on how the financial markets operate and how security prices are determined within these markets. It gives students a basic appreciation of how financial management can affect the value of the firm. The problems of corporate finance and cash management are examined. *Prerequisites: ACC 101, ECN 102*

**320 Investments (3)**

A study of investment objectives and determinants of investment values, types of securities, market procedures, analytical techniques, and institutional and speculative markets. *Prerequisites: MGT 311, STA 210*

**332 Real Estate Finance (3)**

A study of the theory and measurement of return and risk on real estate loans and equity investments; investment decision making and financing alternatives; techniques of real estate financing; evaluation of investment risk and credit quality on selected types of properties and loans. *Prerequisite: MGT 311*

**340 Long-Term Care (3)**

This course will introduce the student to the many issues facing the manager in a long-term care facility. It will focus on the basic principles of long-term care and the increasing regulation of these facilities. State rules and regulations, licensing and reimbursement will also be discussed, as well as alternative programs that are available for the elderly.

**/NUR 343 Management Applications in Nursing (3)**

This course focuses on the development of a systematic approach for effectively coping with the multiple tasks facing the nurse manager in a hospital environment. The course includes a detailed discussion of the development of hospital goals and objectives, structuring the nursing function, and performance evaluations, as well as an introduction to labor relations. *Prerequisite: NUR 212*

**/NUR 346 Legal Applications in Nursing (3)**

This course focuses on the law and its relationship to the professional life of the nurse. Topics covered will include, but will not be limited to, fundamentals of law, court systems, administrative bodies, licensing, negligence and malpractice laws as they apply to the nursing profession. Special attention will be given to the legal status of the nurse in the relationship with doctor, patient, and hospital. *Prerequisite: Junior standing*

**360 Management Control Systems (3)**

This course examines the planning process as it relates to budgetary planning and execution. The emphasis will be on the budget, which is the most universally used managerial device for planning and controlling operations. The course will include a detailed discussion of setting goals, projection, management by objectives, cost elements, program budgets, and operational planning. *Prerequisite: MGT 311*



**/NUR 400 Nursing Administration (3)**

The focus of this course will be on the many managerial activities facing the nurse manager. It will include discussions in the following areas: staffing and scheduling of personnel; knowledge and skills necessary to develop a meaningful departmental budget; staffing plans and schedules based on patient needs, census, staff capabilities, and cost controls. It will also include a detailed discussion of nurse manpower in the department and will cover the areas of recruitment and selection of nurses, orientation of new personnel, and termination of employment. *Prerequisite: NUR 311*

**403 Business Law I (3)**

This course, through lectures and the case system, will present law as a management tool in business organizations. The course content will include the relationships of principal and agent as well as the structure of partnerships and corporations, including their formation and termination.

**404 Business Law II (3)**

This course will expose the student to a survey of the law of contracts, personal property, bailments, estates, bankruptcy commercial paper, and secured transactions. *Prerequisite: MGT 403*

**405 Introduction to Labor Law (3)**

The purpose of this course is to acquaint the student with the historical development of labor law in the United States and to provide the student with an understanding and knowledge of the basic legal premises and statutory provisions which govern employer/employee relationships. *Prerequisite: Junior or Senior standing*

**409 Labor Relations-Collective Bargaining (3)**

In this course students are introduced to the general field of labor relations and will gain a comprehensive understanding of the labor relations process from its evolution through unionization, contract negotiations, contract administration, and resolution of disputes. Students will actively participate in a simulation of the collective bargaining process to acquire practical experience in the complexities of negotiating a labor agreement. *Prerequisite: MGT 290*

**410 Labor Relations for Health Professionals (3)**

This course is designed to introduce the student to the field of health care labor relations. The course will focus on economic facts so that the student will gain an insight into labor relations problems, their causes, and their possible solutions. The economics of labor supply, labor markets, and income distribution will be examined. Occasionally guest lecturers will discuss labor relations problems in the health care industry. *Prerequisite: MGT 290*

**411 Procurement Management (3)**

The procurement of goods, services, and equipment is an essential element of effective business and health care management. This course will focus on the acquisition of material and services from an organizational, administrative, functional, legal, and ethical perspective. The integration of purchasing with material resource planning (MPR) and Just-In-Time delivery will be explored. The curriculum can also serve as preparation for the test component of the Certified Purchasing Manager (CPM) qualification process.



**420                    Marketing Research                    (3)**

The quality of business decisions is to a great extent dependent on the information available to the decision maker. The purpose of this course is to provide the prospective manager with an understanding of marketing research. It also serves as a first course for people with career objectives in the fields of marketing research. The course presents marketing research as a managerial subject oriented to decision making. It is organized around the steps one would actually take in conducting a marketing research project. *Prerequisites: MGT 280, STA 210*

**421                    International Marketing                    (3)**

The special business problems arising from the diversity of multinational economic, political, social, and cultural environments are approached from the marketing point of view. Topics include foreign investment strategy, government relations, and international operations strategy. *Prerequisite: MGT 280*

**428                    Health Planning and Policy                    (3)**

This course is designed to enhance the student's knowledge, skills, and analytical abilities regarding the planning and delivery of health services. It will also examine the forces of change in society as they affect policy development and regulation. The role of the manager, to assist personnel to cope with change and to meet the community's need, will also be covered.

**433                    Health Law                    (3)**

This course is designed to introduce the student to the legal concepts and principles of law that apply specifically to the affective management of the health care institutions. Topics will include professional liability, credentialing, medical records and disclosure information, consent to treatment as well as the impact of third parties and their role in health care. The impact of federal and state agencies on health care institutions will also be examined.

**450                    Labor Relations - Wage and Compensation Administration                    (3)**

Effective wage and compensation decisions require a knowledge of both current theory regarding wage and compensation and specific practices. This course focuses on the relevant theories and models of employee motivation and performance as they relate to the wage and compensation issue of attracting a labor force, occupational choice, joining and staying with an employer, job performance, and job satisfaction. *Prerequisite: Senior standing, MGT 290*

**460                    Labor Relations - Arbitration                    (3)**

This course focuses on the resolution of labor disputes that have arisen from differing interpretations of contract language. The student will be introduced to the grievance procedure, arbitral principles, and the arbitration process. Unfair labor practices as defined in the Labor Management Relations Act (LMRA) will be discussed as well as the different arbitration procedures in the public and private sectors. Several simulated arbitration exercises involving students as active participants are introduced to reinforce the course work. *Prerequisite: Senior standing, MGT 290*

**465 Seminar in Health Services Administration (3)**

The seminar in health care administration is designed to allow the student to synthesize learning from previous courses. Health care theories, concepts and practices are reviewed in relation to future trends. The focus will be on the current and future trends in management, and how the manager in the health care setting will respond to these changes. *Prerequisite: Senior standing*

**490 Strategic Management and Business Policy (3)**

An integrative course in strategic management and business policy utilizing the case method of instruction. Business and other types of organizations are analyzed through the knowledge gained from previous course work in accounting, communications, economics, finance, management, marketing, and quantitative methods. *Prerequisites: Senior standing, MGT 280, and 311, STA 210*

**492 Financial Derivatives (3)**

This course focuses on the functions and impacts of speculation on organized security and commodity exchanges; structure of markets and methods of trading; factors affecting price of securities and commodities; and the nature and objectives of market regulation. *Prerequisite: MGT 320*

**493 Entrepreneurial Management (3)**

The course focuses on the preparation of the business plan for new ventures. Competitive positions, marketing policies, research surveys, production methods, financial projections, and organizational assignments all have to be included in this document, which is then used to raise venture capital, recruit skilled employees and gather the other resources needed by the entrepreneur. The course is taught primarily by the case method.

**495 Special Topics in Management (3)**

This course is a directed study and research in selected topics in management. The course can be offered as individual instruction or as an organized class.

**496 Internship in Business Administration (1-6)**

This course is designed to provide the student with the opportunity to gain practical work experience in a responsible position either in private business or a government agency. While gaining increased insight into the challenges and responsibilities of business administration, the student will be expected to perform meaningful work assignments. The internship will be supervised by a faculty member. *Prerequisites: Senior standing and consent of the Chair*

**497 Management of International Firms (3)**

The emphasis is on decision making in the global headquarters. The course assumes a basic knowledge of organizational theory, finance, production, and marketing, as well as an ability to work with a raw stream of data. Lectures, combined with case discussions, focus on factors in foreign investment decisions, multinational organization, financial management in a multinational firm, multinational manufacturing, multinational marketing, multinational human resource management, and global competitive strategies.

**498                    Advanced Portfolio Theory and Security Analysis                    (3)**

An examination of advanced theories and practices in portfolio building and maintenance. Issues related to security price behavior are also examined. *Prerequisite: MGT 320*

**499                    Advanced Financial Theory                    (3)**

This course provides for the analysis of the theoretical framework for corporate decision making related to financial planning, capital budgeting decisions, dividend policy, and capital structure decisions. Emphasis is placed on current research developments. *Prerequisite: MGT 311*

## ECONOMICS

Within the context of the University's mission, the Economics Department prepares majors and minors in economics for their careers and provides services for students of other majors. The overall objective of the curriculum is to develop students' analytical abilities and to raise their social consciousness so that they can better serve themselves and their society. For those students majoring in economics, the curriculum not only prepares them for graduate study in economics, but also equips them for careers in professions related to economics. In its supportive role, the curriculum assists other majors in acquiring concepts, skills, and knowledge necessary in understanding management and other social science subjects as well as socioeconomic events and behavioral patterns in the world.

### REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN ECONOMICS

For students majoring in Economics, the required courses in Economics are ECN 101, 102, 201, 202, 207, 305, 407, 411, 415, 417, 418, 471, and 490, and one Economics elective from the 400-level courses. In addition, the following courses are also required: ACC 101, 102; ISS 101, 102, 201, and 202; MGT 120, 311; MTH 191, 192; and STA 201.

### REQUIREMENTS FOR THE BACHELOR OF ARTS IN ECONOMICS

Students who are interested in humanistic economics may pursue this track. The total departmental requirements are twelve economics courses beyond ECN 101 and 102. The required are ECN 201, 202, 305, 314, 411, 412, 415, 417, 418, 490, and one Economics elective from 300- and 400-level courses. In addition, each student must complete ACC 101, 102; ISS 101, 102; and MGT 120, 311.

### REQUIREMENTS FOR THE ECONOMICS MINOR

Students minoring in Economics must complete ECN 201, 202, 305, 314, and two Economics electives from 300- and 400-level courses.

### REQUIREMENTS FOR THE MINOR IN ECONOMICS AND FINANCE

Students minoring in Economics and Finance must complete ECN 101, 102, 201, 202, 305, 320, 412, 477, and 490. In addition, each student must complete ACC 101, 102; ISS 101, 102; MGT 120, 311, and 320; and STA 201.



**COURSES****CREDITS****100 Economics - The Individual and the World (3)**

To study the interrelations between the individual and world economics. Basic analysis and its application to current issues will be treated. Topics include comparative economic systems, consumer economics, production, macroeconomics, global economy, and related sociopolitical economy.

**101 Economic Principles I (3)**

A survey of economic systems, American capitalism, market structures and mechanism, macroeconomic measurements and theories. Current economic topics are used to illustrate the theories.

**102 Economic Principles II (3)**

An examination of economic behavior of households, firms, and industries in both product and resource markets. Current economic topics are used to illustrate the theories. *Prerequisite: ECN 101, or permission of instructor*

**201 Macroeconomics (3)**

An analysis of factors determining the level of income and employment as well as the rate of inflation and growth. The use of monetary and fiscal policy for stabilizing the economy and for accelerating growth is also addressed. *Prerequisite: ECN 102, or permission of instructor*

**202 Microeconomics (3)**

A study of demand and supply of consumer products and economic resources under different market structures. General equilibrium and welfare economics are also discussed. *Prerequisite: ECN 102, or permission of instructor*

**207 Quantitative Methods (3)**

The course is an introduction to the analytic methods of operation research. Topics include linear programming, decision making under uncertainty, forecasting, queuing, and inventory systems. Computer application is stressed. *Prerequisite: MTH 191, STA 201, or permission of instructor*

**305 Money and Banking (3)**

A study of commercial banking and operations of other types of financial institutions, financial markets, the Federal Reserve System, monetary theories, and monetary policy. *Prerequisite: ECN 101 and 102, or permission of instructor*

**314 Comparative Economic Systems (3)**

A comparative study of the different institutions, structural mechanisms, and value systems that underlie the operation of modern economic systems and the policies employed in each. Special attention is paid to the role of cultural differences in the functioning of the various systems.

**320 Introduction to Financial Economics (3)**

A study of basic concepts of finance utilizing analytical skills developed in microeconomics. A detailed development of microeconomics. *Prerequisite: ECN 102, or permission of instructor*

**363 Economics of Organizations (3)**

A study of microeconomic organizations of firms and macroeconomic organizations of national systems. Global issues will also be studied. *Prerequisites: ECN 201 and 202, or permission of instructor*

**407 Econometrics I (3)**

The course introduces to students the fundamentals of econometric methods. Topics include linear model, violations of classical assumptions, hypothesis testing, forecasting, and computer applications. *Prerequisites: ECN 101, 102, and STA 201, or permission of instructor*

**408 Econometrics II (3)**

Advanced study of the econometric theory. Topics include general linear model, simultaneous equation methods, time series analysis, and applied research techniques. Special emphasis is placed upon critically evaluating and reporting results. *Prerequisites: ECN 407, or permission of instructor*

**411 International Trade and Global Corporations (3)**

A study of the determinants and patterns of international trade, tariffs, and other barriers to trade, international trade organizations, multinational corporations, and international finance. *Prerequisites: ECN 101 and 102*

**412 International Finance and Investments (3)**

A detailed study of the balance of payments, international capital movement, international monetary standards, exchange control, international financial institutions, international financial markets, international investments, and related topics. *Prerequisite: ECN 411, or permission of instructor*

**415 Economic Growth and Development (3)**

Study of the theories of economic growth and development, and analysis of the problems of economic development utilizing theoretical tools and data derived from particular countries and groups of countries.

**417 Economic Ideas in Historical Perspective (3)**

A study of the progression of economic ideas as they have evolved over time. The importance of the interplay between historical setting and ideas will be demonstrated. Relevance to current socio-economic-political issues and the conflicting theories that have arisen in response to those critical issues will be investigated.

**418 American Economic History (3)**

A survey of the development and growth of the American economy from Colonial times to the present. Attention is paid to the processes through which a predominantly agricultural society became a service-sector-oriented society operating in the world economy. Special attention is given to important historical controversies such as the economics of the American Constitution, slavery, economic imperialism and the causes of the Great Depression.

**471 Mathematical Economics (3)**

A fundamental exposition of static and dynamic economic analysis by the use of mathematical tools. Topics include consumption, production, market stability, and growth. *Prerequisites: ECN 202 and STA 201, or permission of instructor*

The seminar for discussion and analysis of topical issues in public finance, macroeconomic policies, microeconomic policies, business, finance and other related areas. Specific coverage may vary over different offerings. *Prerequisites: ECN 101 and 102, or permission of instructor*

Special topics courses are offered as electives on a cyclical basis and include such subjects as European Economic History, State and Local Finance, Managerial Economics, Urban Economics, Labor Economics and Environmental Economics. A complete listing of possible special topics is available in the Economics Department.

## **INFORMATION SYSTEMS SCIENCE**

Within the context of the University's mission, the Information Systems Science Department provides a broad curriculum intended to give students an understanding of the role of information systems as the integrating force for the various functional areas of an enterprise. Students learn the conceptual as well as the applied framework for the design and implementation of computer-based information systems. The program followed by all ISS majors is intended to prepare them for a wide variety of careers in the information processing industry including end user support, systems analysis, software development, network management, marketing and technical writing.

The ISS program consists of three major components. The foundation is made up of a series of liberal arts and science courses which meet the general education requirements of the University and provide experience in critical thinking and problem solving. The related subjects component introduces students to the major functions of a business such as accounting, economics, and marketing. The information systems science component prepares students to apply technical computer knowledge to relevant business problems.

### **REQUIREMENTS FOR AN INFORMATION SYSTEMS SCIENCE MAJOR**

The ISS major must satisfactorily complete the following courses:

*General Education Requirements:* ISS majors must fulfill the University's General Education Requirements as stated previously in this catalog.

*Related Subjects:* ISS majors must take ACC 101, 102; MGT 120, 280; ECN 101, 102; ENG 354; MTH 191; and STA 201. (ECN 101 and MTH 191 may be used to meet the University's General Education Requirements.)

*Information Systems Science Component:* ISS majors must take a minimum of thirty-six (36) semester hours in ISS courses as follows: 101, 102, 201, 202, 211, 311, 321, 331, 401, 412, and 480. Majors must also take one of the following electives: ISS 499, or with permission of department chair, an elective from another department.



## **REQUIREMENTS FOR AN INFORMATION SYSTEMS SCIENCE MINOR**

Seven courses are required for the ISS minor: ISS 101, 102, 201, 211, 321, 401, and 480.

### **COURSES**

### **CREDITS**

#### **/CSC 101 Introduction to Computer-Based Information Processing Systems**

**(3)**

This course introduces the student to the fundamental concepts and terminology necessary to understand and function in the computer-based information age. Emphasis is given to the history of computers, hardware, software, application development methodologies, and current and future trends within the industry. Students will be introduced to microcomputer operating systems and end-user applications such as word processing, spreadsheets, graphics, and data base management in a laboratory environment.

#### **/CSC 102 Structured Systems Analysis Method**

**(3)**

This course establishes a foundation for understanding and analyzing information in organizations. The life cycle methodology for developing computer-based information systems is described. Basic tools and techniques for representing systems are introduced, and introductory skills are developed both in the classroom and in the laboratory environment. Emphasis in this course is placed on the life cycle methodology as a general problem-solving model. *Prerequisite: ISS 101*

#### **/CSC 201 Introduction to Application Programming**

**(3)**

This course provides the initial introduction to application development tools, languages, and methods which support the traditional structured programming method. Emphasis is placed on understanding the process of writing, testing, and debugging business applications. Hands-on programming projects will help students demonstrate their understanding of such issues as data integration, validation, integrity, security, and user-friendly interfaces. *Prerequisites: ISS 101, and ISS 102, or permission of instructor*

#### **/CSC 202 Intermediate Application Programming**

**(3)**

This course builds on the concepts and methods developed in ISS 201. It extends the application development process into structured programming methods across several software and hardware platforms. Several application development projects will be assigned to students to reinforce concepts, develop personal programming skills, and increase their overall confidence level. *Prerequisite: ISS 201*

#### **211 Structured Systems Analysis and Design**

**(4)**

This course continues the subject matter of ISS 102 from the system study phase through the design, development, and implementation phases of an information system project. An in-depth case study is used in a laboratory environment to build a prototype information system using current system analysis and CASE tools. *Prerequisite: ISS 102*

**/CSC 311 Operating System/Network Architecture (3)**

This course is divided into two related parts. Part 1 introduces the student to the issues involved in the design, construction, and use of modern operating systems for mainframes and microcomputers. DOS, Windows, OS/2, Unix, MVS, and VM are used as examples to compare various operating system features and capabilities. Part 2 introduces the student to the hardware, software, and management issues involved in the design and installation of local area and client server networks. A hands-on approach utilizing computer laboratory assignments will be used throughout the class. *Prerequisites: ISS 102 and 211*

**321 Database Management Systems (DBMS) (3)**

This course introduces the student to the application, logical structure, and physical implementation of database management systems. Emphasis is placed on the relational model. Current DBMS system offerings are compared and evaluated. *Prerequisites: ISS 202, 211*

**331 Advanced Application Programming (Fourth Generation Languages) (3)**

This course is an introduction to the use of fourth generation languages as they relate to the design and implementation of business and decision support systems. Emphasis is placed on the use of these languages in the application development process. Hands-on use of fourth generation languages will be provided. *Prerequisite: ISS 321*

**401 Decision Support/Knowledge-based Systems (3)**

This course introduces the student to the concepts and application of Decision Support and Knowledge-based Systems. The characteristics, feasibility and implementation these systems in functional business areas and in strategic planning are explored in detail. Quantitative modeling and Expert Systems software will be used to solve a wide variety of business problems in a laboratory environment.

**412 Distributed Data Processing Systems, Networking and Telecommunications (3)**

This course provides an introduction to distributed data processing, local area networks, wide area networks, data communications, and network administration as applied to integrated voice/data networks. Management and control aspects of distributing data and applications are addressed. *Prerequisite: ISS 211*

**480 Information Resource Management (3)**

This capstone course introduces the student to the importance of information as a resource for the survival and growth of a business enterprise. A case study approach will be used to integrate the knowledge the student has gained in other ISS courses. The perspective taken is that of the Chief Executive Officer and the Vice President of Information Systems. *Prerequisite: Senior standing or permission of instructor*

**499 Independent Study (2-4)**

Supervised study in an area not available in regularly scheduled courses. *Prerequisites: Advanced standing, acceptance of project by member of staff, permission of department chair*

# CHEMISTRY

*Chair:* James Nugent, Ph.D.

It is the mission of the Chemistry Department to further the mission of the University through the promotion of the sciences, in order to assist students to cultivate their intellects, to ripen their capacities for right judgment, and to deepen their knowledge and expertise in the sciences. Science serves to integrate the whole educational experience through the development of a mature and informed appreciation of the patterns of the controlling immanence of God.

The Chemistry Department assists the student in acquiring knowledge and expertise in the fundamental principles and theories of inorganic, organic, physical, and analytical chemistries. In addition to graduate study and the health field, career opportunities exist for the B.S. chemist in industrial research, industrial management, hospital laboratories, crime labs, and teaching.

## **REQUIREMENTS FOR CHEMISTRY MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE**

Students concentrating in chemistry must take a minimum of 36 semester hours in chemistry; mathematics at least through differential equations (MTH 301); and 8 semester hours in physics. Students majoring in chemistry toward a B.S. degree are not required to have a minor because of the necessity for course work in physics and mathematics. Required courses for Chemistry majors are CHM 113, 114 or the Advanced Chemistry Placement test (either the course work or the test is prerequisite to all upper-level chemistry courses); CHM 201, 301, 302, 305, 306, 407, and 412.

## **REQUIREMENTS FOR CHEMISTRY MAJOR LEADING TO A BACHELOR OF ARTS DEGREE**

Students who are interested in chemistry but not in further graduate study or professional training in chemistry may earn a Bachelor of Arts degree by completing 28 semester hours in chemistry. (Students are required to have a minor or a second major.) Required courses are CHM 113, 114 or the Advanced Chemistry Placement test (either the courses or the test is prerequisite to all upper-level chemistry courses), and five (5) upper-level courses.

## REQUIREMENTS FOR DOUBLE MAJOR IN CHEMISTRY AND SECONDARY EDUCATION

Required courses are CHM 113, 114, 201, 301, 302, 305, 306, 404, and 408. Students majoring in Chemistry and Secondary Education must also fulfill the requirements of the Secondary Education Department.

## REQUIREMENTS FOR CHEMISTRY MINOR

Students minoring in chemistry must take a minimum of 20 semester hours. Required courses for a Chemistry minor are: CHM 113, 114, 301, 302, and 201 or 404 or 412. **NOTE:** Transfer students must take at least 50% of their chemistry courses at the University.

COURSE	CREDITS
<b>107</b> <b>Principles of Chemistry I</b> <b>Lecture 3hrs./Lab 2hrs.</b>	<b>(4)</b>
A study of the principles of general, organic, and biological chemistry.	
<b>108</b> <b>Principles of Chemistry II</b> <b>Lecture 3hrs./Lab 2hrs.</b>	<b>(4)</b>
A continuation of Chemistry 107. <i>Prerequisite: CHM 107</i>	
<b>113</b> <b>General Chemistry I</b> <b>Lecture 3hrs./Lab 3hrs.</b>	<b>(4)</b>
General Chemistry is a course designed to introduce the student to the basic principles of chemistry. Some of the topics covered are the following: the states of matter, changes of state, chemical equilibria, thermochemistry, solution chemistry, acid-base chemistry, oxidation-reduction reactions, coordination chemistry, organic compounds, introductory biochemistry, chemical kinetics, electrochemistry, and quantum chemistry. <i>Prerequisite: High School Chemistry</i>	
<b>114</b> <b>General Chemistry II</b> <b>Lecture 3hrs./Lab 3hrs.</b>	<b>(4)</b>
A continuation of CHM 113 including qualitative inorganic analysis. <i>Prerequisite: CHM 113</i>	
<b>201</b> <b>Quantitative Chemistry</b> <b>Lecture 3hrs./Lab 3hrs.</b>	<b>(4)</b>
The course is designed to introduce the student to the underlying theories involved in quantitative analysis. In addition many representative quantitative procedures are reviewed and analyzed. Some of the topics covered are the following: acid-base chemistry, precipitation and colloids, gravimetric methods, volumetric methods, titrations of aqueous and non-aqueous systems, complex ion formation, and equilibria in oxidation-reduction systems. <i>Prerequisite: CHM 114</i>	



**301                    Organic Chemistry I                    (4)**  
**Lecture 3hrs./Lab 4hrs.**

This course and CHM 302 present a study of the principal classes of carbon compounds and the mechanism of their reactions. The scope is exemplified by the material in a text similar to McMurry's. *Prerequisite: CHM 114*

**302                    Organic Chemistry II                    (4)**  
**Lecture 3hrs./Lab 4hrs.**

A continuation of Chemistry 301. *Prerequisite: CHM 301*

**305                    Physical Chemistry I                    (4)**  
**Lecture 3hrs./Lab 3hrs.**

Physical Chemistry is divided into three areas: equilibrium, structure, and change. Equilibrium focuses on the states of matter and those relationships that best describe these states, including the laws of thermodynamics, changes of state, and equilibrium electrochemistry. Structure deals with the theories of atomic and molecular structure and the methods used to determine it. This area includes quantum theory, spectroscopy, resonance techniques, and diffraction methods. Change focuses on molecular transformations and includes the study of chemical kinetics and molecular reaction dynamics. *Prerequisites: CHM 113, 114*

**306                    Physical Chemistry II                    (4)**  
**Lecture 3hrs./Lab 3hrs.**

A continuation of CHM 305. *Prerequisite: CHM 305*

**404                    Biochemistry                    (4)**  
**Lecture 3hrs./Lab 3hrs.**

A study of the chemistry of living organisms. The course will address as major topics biomolecules, bioenergetics, and metabolism; human biochemistry; and molecular genetics. The scope will be similar to that described in texts by Lehninger, McGilvery, or Stryker. *Prerequisite: CHM 302*

**405                    Introduction to Research I                    (4)**

This course is a pre-research course offering training in the use of the chemical library. It also includes individual study in some problem areas of chemistry.

**406                    Introduction to Research II                    (4)**

A continuation of CHM 405. *Prerequisite: CHM 405*

**407                    Qualitative Organic Analysis                    (4)**  
**Lecture 1hr./Lab 9hrs.**

A systematic study of the identification of typical organic compounds and the separation of mixtures. Both classical methods and instrumental techniques will be used. A text similar to Shriner and Fuson, 6th ed. will be used. *Prerequisite: CHM 302*

**408 Inorganic Chemistry (4)****Lecture 3hrs./Lab 3hrs.**

Inorganic chemistry begins with a discussion of atomic structure and the forces that hold atoms and molecules together, including ionic and covalent bonding. The chemistry of liquid systems, especially aqueous and non-aqueous solutions and acid-base chemistry, follows. Coordination chemistry including reactions, kinetics, and mechanisms is a good starting point to introduce the student to transition metal and organo-metallic chemistry. The course is completed with a discussion of rings, chains, cages, and clusters, the halogens, and the noble gases. *Prerequisite: CHM 114*

**410 Advanced Physical Chemistry (3)****Lecture 3hrs.**

Advanced physical chemistry is especially designed for a study of the modern concepts of quantum chemistry. The course begins with a review of the classical theory of vibrating systems and their mathematical description. This serves as a basis for a study of the general principles of quantum mechanics, including the application to atomic and molecular systems. Applications to light and optics are discussed. *Prerequisite: CHM 306*

**412 Instrumental Analysis (4)****Lecture 3hrs./Lab 3hrs.**

This course covers four main areas of instrumental methods: optical, electrical, chromatographic, and miscellaneous. The optical methods include UV-Visible spectrophotometry, IR spectroscopy, atomic absorption, and flame emission spectrophotometry, fluorescence and phosphorescence, turbidmetry and nephelometry. The electrical methods include potentiometry, conductivity, amperometric and polarographic methods, and electrogravimetry. The chromatographic methods include HPLC and Gas Chromatography. The miscellaneous methods vary but generally include mass spectrometry, GC-MS, X-ray fluorescence and X-ray diffraction, and automated methods in chemistry. *Prerequisite: CHM 114*

**420 Advanced Organic Chemistry (3)****Lecture 3hrs.**

A study of the mechanisms of homogeneous organic reactions. *Prerequisite: CHM 302*

**499 Independent Study (3)**

## PHYSICS

**101-102 General Physics I, II (4),(4)****Lecture 3hrs./Lab 3hrs.**

This course introduces the student to the basic principles of physics and includes discussions of electricity and magnetism, light and optics, mechanics, heat, sound, and atomic and nuclear physics.

# SCIENCE

## **101                    General Science                    (3)**

This course was designed to provide the student with sufficient general science background to pursue course work in earth science or forensic science. The course includes a discussion of the physical properties of matter and methods for performing organic and inorganic analysis.

## **102                    Forensic Science                    (3)**

A course to familiarize the student with the capabilities, techniques, and limitations of the crime laboratory. These include emission spectrometry, chromatography, atomic absorption spectrophotometry, neutron activation analysis, and X-ray diffraction. A discussion regarding physical optics, especially as related to the microscope, is included. These basic principles are applied to the detection and identification of hair, paint, fibers, and drugs. Forensic serology and fingerprinting are discussed. Applications in the area of firearms and of document and voice examination are included. *Prerequisites: SCI 101 or CHM 107, 108 or PHY 101, 102, or SCI 103*

## **103                    Physical Science                    (3)**

Physical science is a course designed to study the universe we live in from a scientific viewpoint. The course will vividly demonstrate that the world of physical science is not an alien one but a world we all know, expressed in ideas that are sprinkled liberally with insight. Some of the topics discussed are how science views the world; space science; the physical and chemical atom; electricity, magnetism, and high energy physics.

## **104                    Earth Science                    (3)**

A study of the earth, to include its place in the universe (basic astronomy concepts); and the forces that have shaped it, to include its origin and development and those processes that are now or have been at work upon its surface and interior (geology concepts which also include rocks, minerals, earthquakes, plate tectonics and volcanoes). Lastly, a study of the earth's oceans and how they relate to its continents, tides, circulation, and weather formation.

## **105                    Chemical Science                    (3)**

This course introduces non-science majors to chemical principles from a laboratory perspective. In this approach, the student observes chemical characteristics and reactivity in a laboratory setting. The results of these observations are then closely scrutinized to extract the ideas of chemical behavior.

**106 Introduction to Meteorology (3)**

This course is an introduction to the science of meteorology. Topics to be discussed include atmospheric circulations, weather forecasting, and climate. These topics are not discussed in an overly theoretical and mathematical fashion. Rather, the course introduces the students to practical aspects of topics which are related to weather and climate. After completing the course, the student is better prepared to make intelligent choices concerning questions ranging from the proper day to plan an outing to the choice of the part of the country or world to choose as a permanent residence. The course is designed to be of interest to both science and non-science majors. The classroom discussions are augmented by relevant laboratory experiences.

**109 Chemistry of the Human Body (3)**

This course for non-science majors is an introduction to the human body from a chemical viewpoint. Topics such as blood chemistry, foods and nutrition, drugs, sexual and reproductive chemistry, and the chemical energy of the body are discussed. It is beyond the scope of the course to discuss any of these topics in an exhaustive, theoretical fashion. Rather, the course introduces the students to practical aspects of these and other topics. After completing the course, the student is better prepared to make intelligent choices concerning a healthy lifestyle. The course is designed to be of interest to nursing students, those involved with student athletics, and any students interested in healthful living. The classroom discussions are augmented by relevant laboratory experiences and guest speakers.

**201 Science and the Business Environment (3)**

This course seeks to acquaint the student with the language, methods, goals, and limitations of science as it specifically applies to the business environment. Upon completion of the course, the student should be able to use communications from scientists and engineers to help formulate business decisions. *Prerequisite: MTH 191*



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## EDUCATION

*Coordinator of Teacher Education Programs:* Mary C. O'Brien, Ed.D.

### **DEPARTMENT CHAIRS:**

*Early Childhood Education:* Juliette Relihan, Ph.D.

*Elementary Education:* Camille A. Allen, Ph.D.

*Secondary Education:* Paul Paparella, Ed.D.

*Special Education:* Alice T. Graham, Ph.D.

Within the context of the University's mission, the Teacher Education programs lead students in the search for truth through the acquisition, analysis, and application of knowledge. The aim of the Teacher Education programs is to enable novice teachers to become self-actualized learners/teachers, reflective decision makers, creative collaborators, and advocates for social responsibility within an educational environment that reflects human dignity and Catholic values.

The departments have designed a curriculum with four major components: a general, liberal, and humanistic education; a content-oriented curriculum in the academic disciplines to be taught; a comprehensive study of pedagogy, including foundational studies and specialized pedagogical knowledge; and a program of expanding field experience that culminates in student teaching.

The Early Childhood, Elementary, Secondary and Special Education Departments also prepare students for related careers in business, government, and non-profit agencies as well as for graduate study.

Education students have the opportunity to pursue a dual major within the Education Departments or in another academic area.

Students are responsible for the updated curriculum, guidelines, and requirements as clarified and promulgated through the Academic Advising Handbook, the Teacher Education Programs Handbook, and the Teacher Education Programs Student Teaching Handbook. Changes in state requirements for teacher certification may necessitate program changes.

# EARLY CHILDHOOD EDUCATION

## CERTIFICATION OF EARLY CHILDHOOD EDUCATION MAJORS

Eligibility for Rhode Island Early Childhood Teaching Certification is dependent upon two criteria: the successful completion of the Early Childhood Education curriculum; and the satisfactory completion of the core battery of the National Teacher Exam (NTE). This certification is valid for teaching in grades Pre-kindergarten through 2. The Early Childhood Education Program is approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC), which makes the certification reciprocal in approximately 20 states.

Students seeking certification in states other than Rhode Island should consult those State Departments of Education for their specific certification requirements.

## REQUIREMENTS FOR MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE

Required courses for all majors in Early Childhood Education are as follows: ELC 100, 190, 214, 230, 235, 240, 310, 311, 330, 400, and 430 or 431.

In addition, students in Early Childhood Education are required to complete the following courses in other disciplines: ENG 101, 102, and 243; MTH 185, 191; and BIO 110; SCI 103 or 104; a history/politics course; six credits of a foreign language; a geography course; PHL 120; SED 110 and 350; RST as outlined in the catalog; and three credits in a combination of art/music/theatre and MSC 351.

COURSES	CREDITS
<b>100 Introduction to Early Childhood Education</b>	<b>(3)</b>
This course provides a broad and comprehensive overview of early childhood education. The historical, philosophical, political, economic, legal, and social foundation of it are studied. Students visit a broad spectrum of locations at which young children are enrolled in child care.	
<b>\EDC190 Teaching Physical Education and Health</b>	<b>(1)</b>
This course is designed to provide the education major with basic understandings of the needs and value of physical education and health in the school setting.	
<b>214 Authentic Assessment</b>	<b>(3)</b>
This course will focus on developmentally appropriate assessment in Early Childhood. Both standardized and teacher-made tools will be evaluated. Students will study norm and criterion-referenced measurements. Opportunities will be provided to enable students to create rating scales and checklists to effectively assess progress. The components of portfolio assessment will be studied in detail. <i>Prerequisite: Completion of ELC 100</i>	

**230 Child Growth and Development I (3)**

The physical, cognitive, emotional, and social development of children from conception through 4 years of age will be studied. Students will investigate the role of the care-giver for a child in this age bracket. Specific emphasis will be given to identifying the environments in which these children are placed: day-care centers, head start, and nursery schools. Classroom observation is required. *Prerequisite: Completion of ELC 100*

**235 Child Growth and Development II (3)**

The physical, cognitive, emotional, and social development of children ages 5 through 8 will be studied. Theories of learning and appropriateness of curriculum will be investigated. The more formal school settings of kindergarten through second grade will be the focus of classroom observations. *Prerequisite: Completion of ELC 100*

**240 Nutrition/Health (1)**

This course will focus on the nutrition/health needs of young children. Students will examine the nutritional needs of the young child, and explore ways in which these needs can be met. Another aspect of the investigation will be ways to involve parents in the process of maintaining proper nutritional/health practices. *Prerequisite: Completion of ELC 100*

**310 Language and Literacy (4)**

This course integrates content, methods, and materials for developing early literacy in young children. The interrelationship of listening, speaking, reading, and writing is stressed. Students are exposed to the components of a whole language program and to the development of the various skills young children employ in the development of reading skills. A major area of investigation will be ways to involve parents in their child's education. A field component will provide students with an environment in which to practice the theory they are learning. Students will alternate weeks at the University with weeks at Triplett School in Newport. (Must be taken concurrently with ELC 311) *Prerequisite: Acceptance into the Early Childhood Education Department*

**311 Early Childhood Methods and Curriculum (4)**

This course will focus on understanding the curriculum and methods for developmentally appropriate practice in early childhood. It will focus on mathematics, science, social studies, art, music, and creative dramatics. The use of the computer to enhance these content areas will also be explored. Involving parents in the educational process will be studied. A central focus will be the development of thematic units that will provide an integrative network for approaching curriculum development. A field component will provide students with an environment in which to practice the theory they are learning. Students will alternate weeks at the University with weeks at Triplett School in Newport. *Prerequisite: Acceptance into the Early Childhood Education Department*

**330      Practicum in Early Childhood      (3)**

This course will encompass a two-week internship in an early childhood setting designed for children 6 weeks to 8 years of age. The course will follow completion of courses ELC 310 and 311 and is intended to give students an overview of curriculum and instruction for children in an early childhood setting. To insure placement students must file an application with the Early Childhood Department by February 1 of their junior year. *Prerequisite: Completion of ELC 310 and 311*

**\EDC400   Philosophies of Education/Foundations of Education      (3)**

This course provides an overview of philosophical perspectives from historical, psychological, and sociological aspects. Representative selections from the major philosophers of each period are studied with a view to understanding various perceptions of the nature of the human person and their impact on the curriculum, the teaching-learning processes, and methods of teaching. The course meets Philosophy General Education Requirement. *Prerequisite: Acceptance into one of the Education Departments*

**430      Student Teaching at the Early Childhood Level/Seminar      (6)**

Student Teaching is a full-time assignment under the supervision of a Cooperating Teacher and the University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individual conferences with the Cooperating Teacher and University Supervisor. This course is for students who are majoring in Early Childhood and Special Education. *Prerequisite: Acceptance to student teaching*

**431      Student Teaching at the Early Childhood Level/Seminar      (12)**

Student Teaching is a full-time assignment under the supervision of a Cooperating Teacher and the University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the Cooperating Teacher and University Supervisor. *Prerequisite: Acceptance to student teaching*

**480      Senior Partnership      (3)**

This elective course provides experienced Early Childhood majors with the opportunity to utilize their teaching, management, creative, and interpersonal skills in the development and implementation of educational programs to service the local community. *Prerequisites: Successful completion of student teaching and the recommendation of the University Supervisor*



# ELEMENTARY EDUCATION

## CERTIFICATION OF ELEMENTARY EDUCATION MAJORS

Eligibility for Rhode Island Elementary Teaching Certification is dependent upon two criteria: the successful completion of the elementary education curriculum and the satisfactory completion of the core battery of the National Teacher Exam (NTE). This certification is valid for teaching in grades one through eight, except where grades seven and eight are organized on the middle or secondary school plan; in this case, the certificate is valid for grades one through six. The Elementary Education program is approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which makes the certification reciprocal in approximately 20 states.

Students seeking certification in states other than Rhode Island should consult those State Departments of Education for their specific certification requirements. Elementary Education majors from states other than Rhode Island should be aware that some states require a content area or interdisciplinary major in addition to elementary education.

## REQUIREMENTS FOR MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE

Required courses for all majors in Elementary Education are as follows: EDC 090, 190, 201, 210, 214, 301, 302, 303, 305, 316, 321, 322, 400, and 430 or 431. In addition, students in Elementary Education are required to complete the following courses in other disciplines: ENG 101, 102, and 243; MTH 191; BIO 110; SCI 103 or 104; PSY 210 (prerequisite: PSY 100); a history or politics course; a geography course; PHL 120; SED 110 and 332; RST as outlined in the catalog; three credits in a combination of art/music/theatre; and six credits in a foreign language.

### COURSES

### CREDITS

<b>090</b>	<b>Substance Abuse: Prevention and Intervention in the School Setting</b>	<b>(1)</b>
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This one-credit course is designed to give elementary and secondary education students a basic understanding of effective drug prevention education and intervention. A foundation of factual information about drugs, the disease of chemical dependency, and the family dynamics of the disease will be presented. The essential components of school-based prevention and intervention programming will be examined.

<b>190</b>	<b>Teaching Physical Education and Health</b>	<b>(1)</b>
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This course is designed to provide the education major with basic understandings of the need and value of physical education and health in the school setting.

**201 Introduction to American Education (3)**

This course provides a broad and comprehensive overview of the philosophical, historical, political, economic, legal, and social foundations of education in the United States. It also addresses teaching as a profession and the role of the school in a changing society. Classroom observation is required. *Prerequisite: Sophomore, Junior, or Senior standing*

**210 Theories of Learning and Teaching/  
Foundational Methods Course (3)**

This course is designed to identify, describe, evaluate, and apply the major theories and principles of learning and teaching as well as the relationships among them. Major teaching methods will be examined in the light of learning/teaching theories and principles appropriate to all the subjects of the elementary school curriculum. Classroom observation is a requirement.

**/SCD212 Teaching Reading in the Content Area (3)**

This course is designed to instruct future teachers in the use of methods and materials in teaching students to strengthen their reading skills within the various content areas of the middle and secondary school curriculum. Classroom field experience is required.

**214 Measurement and Evaluation in Education (3)**

This course provides a study of the basic principles and methods used (1) to construct satisfactory measuring instruments in the social sciences, education in particular, and to evaluate measuring instruments from the reliability and validity points of view; (2) to identify the roles of measurement procedures in appropriate decision making concerning instruction, selection, placement, career, and research processes; and (3) to apply criteria for the evaluation and selection of standardized tests of general and specific aptitudes, intelligence, achievement, interests, personality, and attitudes.

**298 Aquidneck Island Mentoring (3)**

This course affords students the opportunity to acquire mentoring skills, to assist youth in greatest need to develop appropriate, affective, and psychosocial skills, and to realize a commitment to the lifelong pursuit of community service. Weekly seminar participation and six hours of mentoring weekly are required. *Prerequisite: Second semester Freshman, Sophomore, Junior, or Senior standing*

**299 Tutoring/Mentoring Urban Youth K-12 (3)**

This course affords students the opportunity to acquire tutoring/mentoring skills, sharpen knowledge of content, work with youth in greatest need, and develop a commitment to the lifelong pursuit of community service. Weekly seminar participation and six hours of tutoring weekly are required. *Prerequisite: Sophomore, Junior, or Senior standing*

**301 Teaching Reading/Elementary: Content and Methods (3)**

This course integrates content, methods, and materials for instruction in elementary school reading. Topics include the major approaches to reading instruction, the importance of integrating the curriculum, and the management and assessment of effective reading programs. Emphasis is placed on the development of personal literacy. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experience provides opportunities for students to demonstrate attainment of skill in the teaching of reading. *Prerequisite: Acceptance into the Elementary Education Department*

**302 Teaching Language Arts/Elementary: Content and Methods (3)**

This course integrates content, methods, and materials for instruction in elementary school language arts. Topics include language development, process writing, the role of drama, poetry, and children's literature in the integrated language arts program. Emphasis is placed on the development of personal literacy. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experience provides opportunities for students to demonstrate attainment of skill in the teaching of language arts. *Prerequisite: Acceptance into the Elementary Education Department*

**303 Educational Technologies (2)**

This course investigates educational technology as a means for improving the teaching/learning process. Students working in a laboratory setting will gain competence with a number of educational applications of technology, especially microcomputers. *Prerequisite: Junior or Senior standing*

**305 Teaching Social Studies/Elementary: Content and Methods (3)**

This course integrates social studies content, methods, and materials for instruction at the elementary school level. Topics addressed include values and attitudes, the social sciences, current affairs, global studies, map and globe skills, and social concerns (minorities, sex equity studies, heritage studies, energy and environmental education). Appropriate assessment and evaluation strategies are integrated throughout the course. Field experience provides opportunities for students to demonstrate attainment of skill in the teaching of Social Studies. *Prerequisite: Acceptance into the Elementary Education Department*

**316 Teaching the Fine Arts (1)**

This workshop deals with the basic theories of the fine arts (art, music, and drama) and the methodologies to teach them in the elementary classroom. *Prerequisite: Acceptance into the Elementary Education Department*

**321 Teaching Mathematics in the Elementary School (3)**

Through a variety of hands-on experiences in problem solving, integrating the curriculum, and inquiry teaching, students in this course develop skills in teaching mathematics content in grades 1-6. Emphasis is placed on current knowledge and methodology in mathematics. Topics include problem solving, number systems, arithmetic operations, measurement, geometry, graphs, probability, and statistics. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experience provides opportunities for students to demonstrate attainment of mathematics teaching skills. *Prerequisite: Acceptance into the Elementary Education Department*

**322 Teaching Science in the Elementary School (3)**

Through a variety of hands-on experiences in problem solving, integrating the curriculum, and inquiry teaching, students in this course develop skills in teaching science content in grades 1-6. Emphasis is placed on current knowledge and methodology in science. Topics include major concepts related to the biological, physical, and earth sciences. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experience provides opportunities for students to demonstrate attainment of science teaching skills. *Prerequisite: Acceptance into the Elementary Education Department*

**330 Integrated Field Experience/Elementary Education (3)**

This elective course provides a concentrated two-week assignment to an elementary school site where students gain an overview of elementary school curriculum and instruction. To insure January placement, students electing to take this course must file an application with the Elementary Education Department by October 1 of their junior year. *Prerequisite: Minimum of two methods courses and acceptance into the Elementary Education Department*

**399 Special Topics (1-3)**

This course offers in-depth study selected from areas of general current interest or need in the field of Education.

**400 Philosophies of Education/Foundations of Education (3)**

This course provides an overview of philosophical perspectives from historical, psychological, and sociological aspects. Representative selections from the major philosophers of each period are studied with a view to understanding various perceptions of the nature of the human person and his/her impact on the curriculum, the teaching-learning processes, and methods of teaching. The course meets Philosophy General Education Requirement. *Prerequisite: Acceptance into one of the Education Departments*



**430 Student Teaching at the Elementary School Level/Seminar (6)**

Student Teaching is a full-time assignment under the supervision of a Cooperating Teacher and a University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individual conferences with the Cooperating Teacher and University Supervisor. This course is for students who are majoring in Elementary and Special Education. *Prerequisite: Acceptance to student teaching*

**431 Student Teaching at the Elementary School Level/Seminar (12)**

Student Teaching is a full-time assignment under the supervision of a Cooperating Teacher and a University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the Cooperating Teacher and University Supervisor. *Prerequisite: Acceptance to student teaching*

**480 Senior Partnership (3)**

This elective course provides experienced education majors with the opportunity to utilize their teaching, management, creative, and interpersonal skills in the development and implementation of educational programs to service the local community. *Prerequisites: Successful completion of student teaching and the recommendation of the University Supervisor*

**490 Internship (3)**

Apart from the elective integrated field experience course in the Junior year and the student teaching program in the Senior year, an internship may be arranged in the field of education, either in or outside of the regular two-semester academic year. This internship is coordinated with the Career Planning Office. *Prerequisite: Acceptance into the Elementary Education Department*

**499 Independent Study (1-3)**

This course permits individual students to examine, in depth, a subject area of their choice that may not be offered in the regular curriculum. The course objectives, outline, and requirements for the topic selected must be arranged in advance and approved by both the Elementary Education Chair and the faculty member.

## SECONDARY EDUCATION

The Secondary Education Program is approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC) in the following academic areas: Biology, Chemistry, English, French, History, Mathematics, Spanish and Theatre. This makes students eligible for initial teacher certification (7-12) in Rhode Island and approximately 20 states belonging to the Interstate Compact. Students who seek initial certification in states other than those belonging to the Interstate Compact should consult those State Departments of Education for their specific certification requirements.

### CERTIFICATION INFORMATION

Eligibility for Rhode Island Secondary Teaching Certification (7-12) is dependent upon three (3) criteria: (1) the successful completion of an academic major in one of the NASDTEC approved areas; (2) the successful completion of the secondary education curriculum; and (3) the satisfactory completion of the core battery of the National Teacher Exam (NTE).

Holders of secondary school certificates may obtain an endorsement to teach their specific subjects in the middle school (5-8) by completing six (6) semester hours of approved study; such study includes (1) child psychology and (2) either methods of teaching the subject in the elementary/middle school or middle school curriculum, or methods of teaching reading.

### REQUIREMENTS FOR MAJOR IN SECONDARY EDUCATION LEADING TO A BACHELOR OF ARTS AND SCIENCES DEGREE

Students majoring in Secondary Education must successfully complete thirty-four (34) semester hours in the following required education courses: SCD 090, 212, 218, 320, 400, 410, 441; SED 110 and PSY 210. Within the general education requirements, Secondary Education students should register for BIO 110 and PSY 100. Secondary Education students should consult the appropriate section of the catalog for the requirements in the academic area in which they intend to major.

**NOTE:** A limit of 3 courses may be transferred to the Secondary Education curriculum for a major in secondary education with the approval of the department chair.

## **REQUIREMENTS FOR A MINOR IN SECONDARY EDUCATION**

Students who wish to minor in Secondary Education must complete eighteen (18) credit hours in the following courses: SCD 201, 212, 218, 400; SED 110 and PSY 100. Students who minor in Secondary Education are not eligible for a Rhode Island Teaching Certificate.

**NOTE:** A limit of 2 courses may be transferred to the Secondary Education curriculum for a minor in Secondary Education with the approval of the department chair.

### **COURSES**

### **CREDITS**

#### **088-089 Special Topics Workshops**

**(1)**

Workshops will be scheduled to address issues of current concern to teachers. These workshops will be designed as electives for Junior and Senior majors in Secondary Education.

#### **/EDC 090 Substance Abuse: Information, Identification, and Prevention**

**(1)**

This one-credit course is designed to give elementary and secondary education students a basic understanding of effective drug prevention education. A foundation of factual information about drugs, the disease of chemical dependency, and the family dynamics of the disease will be presented. The essential components of school-based prevention and intervention programming will also be examined.

#### **/EDC 201 Introduction to American Education**

**(3)**

This course provides a broad and comprehensive overview of the philosophical, historical, political, economic, legal, and social foundations of education in the United States. It also addresses teaching as a profession and the role of the school in a changing society. Classroom observation is required.

#### **212 Teaching Reading in the Content Area**

**(3)**

This course is designed to instruct future teachers in the use of methods and materials in teaching students to strengthen their reading skills within the various content areas of the middle and secondary school curriculum. Classroom field experience is required.

#### **218 Secondary Teaching: Theories and Methods**

**(3)**

Various teaching methods will be examined in the light of the major learning/teaching theories and principles. Emphasis will be given to cultural diversity, multicultural education, and the impact of technology on the instructional process. Reflective teaching sessions will focus on the application of instructional strategies to specific content areas. Classroom field experience is required.

### **320 Curriculum, Methods, and Assessment in the Secondary School (3)**

Knowing what to teach, how to teach it, and how to assess the learning involved are important skills for the secondary school teacher. In the first half of this course students will study the elements of instructional planning; generic teaching skills such as teaching a concept, questioning strategies; use of cooperative learning strategies, problem solving and lecturing. Students will also learn about current assessment strategies such as portfolio assessment, how to construct tests, and how to analyze standardized test scores. In the second half of this course each student will be assigned to a teacher in his or her specific content area and will become acquainted with the curriculum in that area as well as with ways to deliver the curriculum in keeping with current pedagogy. Assessment strategies which apply to each specific area will also be developed and demonstrated. *Prerequisite: Acceptance into the Secondary Education Department or written approval of the Chair*

### **340 Integrated Field Experience (3)**

This elective course provides a concentrated two-week assignment to a secondary school site where students gain an overview of secondary school curriculum and instruction. To register for this course students must have gained formal acceptance to the Secondary Education Program. To ensure placement, students electing to take this course must file an application with the department by October 1 of their junior year.

### **399 Special Topics (1-3)**

This course offers in-depth study selected from areas of general current interest in the educational field.

### **400 Philosophies of Education/Foundations of Education (3)**

This course provides an overview of philosophical perspectives from historical, psychological, and sociological aspects. Representative selections from the major philosophers of each period are studied with a view to understanding various perceptions of the nature of the human person and their impact on the curriculum, the teaching-learning processes, and methods of teaching. The course meets Philosophy General Education Requirement.

### **410 Classroom Management in the Secondary School (3)**

Effective classroom management requires careful planning. In this course students learn strategies to facilitate the creation of a classroom environment conducive to learning. Use of simulations and case studies provide an opportunity for students to apply the strategies which they have learned. Classroom field experience is a required component. *Prerequisite: Acceptance into the Secondary Education Department or written approval of the Chair*



**441 Student Teaching/Seminar**

**(12)**

This fifteen-week experience is a full-time assignment under the supervision of a Cooperating Teacher and a University Supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the Cooperating Teacher and University Supervisor. *Prerequisites: Completion of all required courses and acceptance into the Secondary Education Department*

**490 Internship**

**(3)**

Apart from the integrated field experience course in the Junior year and the student teaching experience in the Senior year, an internship may be arranged in the field of education, by majors in secondary education, either in or outside the regular two-semester academic year. This internship is coordinated with the Career Planning Office.

**499 Independent Study**

**(1-3)**

This supervised study is intended to permit individual students to examine in depth a subject area of their choice that may not be offered in the regular curriculum. Written proposals for independent study must include goal(s), objectives, outline of the intended study content, means of assessment, and must be submitted in advance, and must receive approval of the department chair and supervising teacher.

# **SPECIAL EDUCATION**

## **CERTIFICATION OF SPECIAL EDUCATION MAJORS**

Special Education majors may chose to concentrate in one of three areas: 1) Early Childhood Special Educator (age 3 through age 7), 2) Special Educator: Mild/Moderate Disabilities Elementary Level, and Middle School Level or 3) Resource Teacher: Mild Disabilities Elementary Level.

Special Education majors who successfully complete the requirements for a Special Education major with the Early Childhood Special Education concentration and the Early Childhood coursework as well as obtain the Rhode Island designated scores on the National Teacher Exam are then eligible to apply for two Rhode Island State Teacher Certifications: 1)Early Childhood Special Educator (age 3 through age 7) and 2) Early Childhood Teacher.

Special Education majors who successfully complete the requirements for a Special Education major with the Special Educator concentration and the Elementary Education coursework as well as obtain the Rhode Island designated scores on the National Teacher Exam are then eligible to apply for two Rhode Island State Teacher Certifications. 1) Special Educator: Mild\Moderate Disabilities Elementary and Middle School Level and 2) Elementary Teacher.

Special Education majors who successfully complete the requirements for a Special Education major with the Resource Teacher concentration and the Elementary Education coursework as well as obtain the Rhode Island designated scores on the National Teacher Exam are then eligible to apply for two Rhode Island State Teacher certifications: 1)Resource Teacher Mild Disabilities Elementary Level and 2) Elementary Teacher.

The Special Education concentrations for Special Educator and Resource Teacher are approved by the National Association of State Directors of Teacher Education and Certification which allows for certification reciprocity in approximately 20 states. The new Early Childhood Special Educator component will be reviewed for approval in Spring, 1994. Students seeking certification in states other than Rhode Island should consult those State Departments of Education for their specific certification requirements.

## **REQUIREMENTS FOR MAJOR LEADING TO A BACHELOR OF SCIENCE DEGREE**

Required courses for all majors in Special Education include the following twenty-one (21) credits: SED 110, 212, 225, 331, 350, and 410. Those majors following the Early Childhood Special Educator concentration will take nine (9) additional credits: SED 302, 312, and 340. Those majors following the Special Educator concentration will

take (9) additional credits: SED 305, 310, and 332. Those majors following the Resource Teacher concentration will take twelve (12) additional credits: SED 305, 310, 332, and 360.

Special Education majors following the Early Childhood Special Educator concentration are also required to major in Early Childhood Education by taking the following forty (40) credits: ELC 100, 190, 214, 230, 235, 240, 310, 311, 330, 400, and 430, MTH 180, and MSC 351.

Special Education majors following the Special Educator or Resource Teacher concentration are also required to major in Elementary Education by taking the following thirty-eight (38) credits: EDC 090, 190, 201, 210, 214, 301, 302, 303, 305, 316, 321, 322, 400, and 430.

In addition, all Special Education majors are required to complete the following fifty-one (51) credits in other disciplines: ENG 101, 102, 243; MTH 191; BIO 110; SCI 103 or 104; PHL 120; PSY 100, 210; RST 100, 120, and three additional credits in religion; six credits in a modern foreign language; three credits in a combination of art/music/theatre; three credits in history or politics; and three credits in geography.

## REQUIREMENTS FOR A MINOR

Students minoring in Special Education with a major in Elementary or Early Childhood Education are required to take a minimum of eighteen (18) credits in Special Education, including SED 110, 212, 225, 332, and 350. Students minoring in Special Education with a major other than Elementary Education are required to take a minimum of eighteen (18) credits in Special Education including SED 110, 212, and 225. The additional required credits should be approved by the department chair.

## COURSES

## CREDITS

### 090      **Sign Language I**

**(1-3)**

This elective course provides students with an introduction to American Sign Language. Background information on hearing impairments is also presented.

### 091      **Sign Language II**

**(1-3)**

This elective course follows Sign Language I. Students further develop their skills in American Sign Language. *Prerequisite: SED 090*

### 099      **Learning Unlimited**

**(1)**

This elective course gives students the opportunity to provide enriching experiences to developmentally delayed adults. Students receive training prior to working with the developmentally delayed adults. Assistance in the planning and implementation of the experiences is provided throughout the course.

**110 Introduction to Exceptional Children (3)**

This course introduces different types of exceptional children from birth through adolescence. The impact of the exceptionality on how children learn is discussed. Identification, etiology, prognosis, special education services, historical information, and national laws, policies, and procedures are also investigated.

**212 Characteristics of Exceptional Children (3)**

This course emphasizes the characteristics of exceptional children from preschoolers through adolescents as well as educational programming in the least restrictive environment for these students. The characteristics of exceptionality are discussed in relation to learning styles, teaching styles, and program development. Individualized Education Plans and logically ordered instructional and multidisciplinary approaches are also reviewed. *Prerequisite: SED 110*

**225 Language Development and Communication Problems of Children (3)**

This course presents processes in the development of language/ communication in children. Characteristics and factors affecting normal language/communication development and use are presented along with assessment strategies and techniques for enhancing communication competence in exceptional children. Emphasis is placed on students with mild and mild/moderate disabilities. The relationship between language/communication and academic performance is examined as well as the origin, nature, and management of classical communication disorders.

**302 Early Childhood Special Education Curriculum I: Learning for the Young Child with Special Needs (3)**

This course will address educational program planning and implementation for the special needs student aged three to seven. It will focus on the preparation and implementation of Individualized Educational Plans with an understanding of the transition process from the IFSP and early intervention programming. Students will become familiar with the preparation of IEP's and develop lesson plans and learning experiences appropriate to a student's needs (and that of the family) and learning style. Materials, both commercial and teacher made, will be discussed as well as effective strategies for ongoing evaluation of learning. Students will apply knowledge of developmental processes to their program planning, and areas of programming will include cognitive, social-emotional, communicative, motor, self-help, and independence skills. Field trips will be offered to provide for understanding and observation of the diagnostic and placement processes for early childhood special education. *Prerequisite: Acceptance into the Special Education Department*

**305 Curriculum, Methodology, and Assessment for Students with Mild (Elementary Level) and Mild/Moderate (Elementary and Middle School Level) Disabilities I (3)**

This course emphasizes curriculum, instructional methods, and assessment of students with mild or mild/moderate disabilities. A variety of logically ordered instructional approaches is reviewed. Environmental adaptations necessary for individual and group instruction are discussed. Individualized Education Plans are prepared. Field experience is required. *Prerequisite: Acceptance into the Special Education Department*



**310 Curriculum, Methodology, and Assessment for Students with Mild (Elementary Level) and Mild/Moderate (Elementary and Middle School Level) Disabilities II (3)**

This course continues to emphasize curriculum, instructional methods, and assessment of students with mild or mild/moderate disabilities focusing on students with emotional and behavioral problems. Assessment data is used to develop and implement logically ordered instructional approaches and is integrated into the Individualized Education Plan. During field experiences, opportunities are provided to use materials and make adaptations for individual and small-group learning activities. *Prerequisite: SED 305 and acceptance into the Special Education Department*

**312 Early Childhood Special Education Curriculum II: The Young Special Needs Student in the Classroom (3)**

Students will become familiar with integrated mainstream settings adapting regular preschool and early childhood curricula for children with special needs. This will also include preparing the early childhood special needs student, and family and working with other education professionals in order to maximize that student's ability to achieve his/her educational goals in a mainstream or transitional environment. Coursework will also include dealing with cultural differences as well as the child who is considered at-risk for later delay or disabilities. Working as part of a team which includes the family, regular education staff, allied health professionals will be emphasized. Students will be planning lessons which will be appropriate to students in mainstream, integrated, or transitional settings. Classroom management techniques appropriate to mainstream and transitional settings will be discussed. Field experiences will afford students with an opportunity to implement plans and evaluate them for future instruction. *Prerequisites: SED 302 and acceptance into the Special Education Department*

**330 Practicum in Special Education (3)**

This elective provides a concentrated two-week assignment in a Special Education setting. To insure January placement, students electing to take this course must file an application with the Special Education Department by October 1 of their junior year. *Prerequisites: Minimum of one methods course and acceptance into the Special Education Department*

**331 Assessment Procedures for Students with Disabilities (3)**

Emphasis is given to principles and procedures of educational assessment of students with Mild(Preschool and Elementary Level) and Mild/Moderate (Preschool, Elementary, and Middle School Level) Disabilities. The development, selection, administration, and interpretation of formal and informal assessment devices to assess a student's educational development are reviewed. This information is translated into individualized education plans or individualized family service plans, and teaching strategies are presented. *Prerequisite: EDC 214 and acceptance into the Special Education Department*

**332 Principles and Procedures for Behavior and Classroom Management (3)**

Effective classroom and behavior management strategies with emphasis on students with Mild Disabilities (Elementary Level) and Mild/Moderate Disabilities (Elementary and Middle School Level) are considered. Individual and group management strategies using a variety of techniques based upon behavioral, cognitive, and humanistic psychological theories are presented. Implications of management strategies in the mainstream classroom are also investigated. *Prerequisite: Acceptance into one of the Education Departments or Special Education minor*

**340 Medical Aspects of Early Childhood Special Education (3)**

This course will address medical and psychological terminology, etiology, and intervention, and their relationship with concurrent and future educational functioning during the early childhood years. Students will become familiar with pre-, para-, and post-natal factors which may have an impact on special needs students and the importance of dealing effectively with diagnostic information in planning and implementing early childhood programs for children with special needs. Focus will be upon a team approach that includes all professionals and the families of the special needs student. *Prerequisite: Acceptance into the Special Education Department or Special Education minor*

**350 Home/School Relations (3)**

This course emphasizes effective strategies for communication with parents, students, and professional personnel, and other significant community members regarding assessment and the subsequent planning, development, and implementation of programs for youngsters from infancy through middle school. The course focuses on children of all abilities including those with Mild and Mild/Moderate Disabilities (Preschool, Elementary, and Middle School Level). Methods of supporting and assisting families with children who have special needs will also be presented. *Prerequisite: Acceptance into one of the Education Departments or Special Education minor*

**360 Resource Models and Programming (3)**

Resource models for servicing students with Mild Disabilities, (Elementary level) are presented. Emphasis is given to the roles of the resource teacher, different types of resource program design, and effective resource program implementation strategies. Communication strategies including consultation, collaboration, and problem solving are explored. *Prerequisite: Acceptance into the Special Education Department or Special Education minor*

**399 Special Topics (1-3)**

This course offers in-depth study selected from areas of general current interest or need in the field of Special Education.

**410                      Student Teaching in Special Education**

**(6)**

Student teaching is a full-time assignment under the supervision of a Cooperating Teacher and University Supervisor. The setting is with an experienced teacher who is 1) an Early Childhood Special Educator (age 3 through age 7) 2) a Special Educator: Mild/Moderate Disabilities (Elementary and Middle School Level) or 3) Resource Teacher: Mild Disabilities (Elementary Level). The student will gradually assume full responsibility for teaching in the assigned program. The students are required to follow the calendar of the school to which they have been assigned while student teaching. A weekly seminar is required during which the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process. Two hundred clock hours of student teaching are required. As innovations are implemented in the placement settings, students will be participating in an increasing variety of educational environments. *Prerequisite: Acceptance to Student Teaching*

**499                      Independent Study**

**(1-3)**

This course is intended to permit individual students to examine in depth a subject area related to Special Education that is not offered in the regular curriculum.

# ENGLISH

*Chair:* Joan David, Ph.D.

The English Department, by the nature of its commitment to language and literature, endeavors to make concrete and significant the mission of the University within the context of a curriculum designed to develop the art of critical thinking and to enrich the comprehension and perspective of its students as they aspire to truth and excellence in all areas of public and private life. This commitment is expressed in a twofold way: through the department's contribution to the University's core requirements and through its own programs as a University major in the liberal arts tradition.

In its core courses, ENG 101, 102, and 201, the department strives to enable all University students to achieve basic competence in reading, writing, listening, and speaking skills. By progressively reviewing the basics of English usage, gaining experience in written and oral communication, and engaging in the processes involved in producing the library paper, students are grounded in those skills needed for success in both college and career. In addition, through the close and careful reading of literature, students are led to a broader, fuller, more compassionate understanding of the human condition and a heightened sense of personal responsibility.

## THE ENGLISH MAJOR

A degree in English is among the most versatile a student can earn. The creative, critical, and perceptual skills it fosters prepare the student for graduate study and for a variety of rewarding careers in such fields as law, business, government, education, journalism, advertising, and publishing.

The student majoring in English may choose among four options: English/Literature, English/Professional Writing, English/Journalism, and English/Speech Communication. Although discrete by definition, each is committed to the study of outstanding literature, and all work together in providing the English major with a dynamic interchange of approaches and ideas. A minimum of thirty-six (36) semester hours is required of the English major. Students considering the English major should contact the department early in their college careers to discuss goals, sequence of courses, and the department requirements.

The English/Literature major, in its complex of required and complementary elective courses, progressively offers the students the opportunity to develop an appreciation of the cultural heritage of American, British, and comparative literature; to grasp the principles of literary theory and criticism; to increase written and oral skills; to



investigate the major genres and periods of American and British literature; and, on its higher levels, to apply the results of the progressive experience in seminar situations which demand problem-solving skills and refined research techniques. The experience of the English/Literature majors culminates in the senior seminar during which they engage in the production of a major research paper and its oral presentation and defense.

The English/Professional Writing, English/Journalism, and English/Speech Communication majors concentrate on developing skills required of those who plan careers in journalism, broadcast communication, public relations, technical writing, and related fields. The goal of the programs is to give the students a strong theoretical foundation in the respective disciplines coupled with practical experience through projects and internships. Students accepted into these programs must bear in mind that they are indeed English majors committed to developing a sense of cultural and literary history, an appreciation of literary values, and a commanding grasp of important authors, works, and periods of American and English literature. Their experience also culminates in a year-long comprehensive view and the production of a major paper for oral defense.

#### **REQUIREMENTS FOR THE ENGLISH MAJOR WITH A CONCENTRATION IN LITERATURE: 36 SEMESTER HOURS**

Students pursuing this option must take ENG 221, 222, 231, 247, 321, 325, and 441; two genre courses; two electives approved by faculty advisor; and 490.

#### **REQUIREMENTS FOR THE ENGLISH MAJOR WITH A CONCENTRATION IN PROFESSIONAL WRITING: 36 SEMESTER HOURS**

Students pursuing this option must take ENG 151, 254, 321, 353, 357, 441, 452, 490, and 491; two literature survey courses; and one genre course.

#### **REQUIREMENTS FOR THE ENGLISH MAJOR WITH A CONCENTRATION IN JOURNALISM: 36 SEMESTER HOURS**

Students pursuing this option must take ENG 151, 271, 272, 321, 371, 441, 472, 490, and 491; two literature survey courses; and one genre course.

#### **REQUIREMENTS FOR THE ENGLISH MAJOR WITH A CONCENTRATION IN SPEECH COMMUNICATION: 36 SEMESTER HOURS**

Students pursuing this option must take ENG 160, 161, 261, 262, 321, 361, and 362; four literature electives; and ENG 490.

## **REQUIREMENTS FOR THE DOUBLE MAJOR IN ENGLISH AND SECONDARY EDUCATION: 39 SEMESTER HOURS**

Students pursuing the double major are required to take 39 credit hours in English: ENG 221, 222, 231, 241 or 242, 247, 261, 321, 325, 327, and 441; two genre courses; and ENG 490. Students electing the double major must also meet the core requirements for Secondary Education.

## **THE ENGLISH MINOR**

A student minoring in English may select from the following options: the English/Literature minor; the English/Journalism minor; the English/Professional Writing minor; and the English/Speech Communication minor. A minimum of eighteen (18) semester hours is required.

## **REQUIREMENTS FOR THE ENGLISH MINOR WITH A CONCENTRATION IN LITERATURE: 18 SEMESTER HOURS**

ENG 221, 222, 231, 321, 325, and one literature elective approved by faculty advisor.

## **REQUIREMENTS FOR THE ENGLISH MINOR WITH A CONCENTRATION IN JOURNALISM: 18 SEMESTER HOURS**

ENG 151, 271, 272, 371, and 472; one elective.

## **REQUIREMENTS FOR THE ENGLISH MINOR WITH A CONCENTRATION IN PROFESSIONAL WRITING: 18 SEMESTER HOURS**

ENG 254, 261, 262, 357, 452, and one elective.

## **REQUIREMENTS FOR THE ENGLISH MINOR WITH A CONCENTRATION IN SPEECH COMMUNICATION: 18 SEMESTER HOURS**

ENG 160, 161, 261, 262, 361 and 362.

## **COURSES IN ENGLISH AS A SECOND LANGUAGE**

### **ESL 101-102 Intermediate English as a Second Language I, II (3),(3)**

This course provides reinforcement of the four basic language skills. It includes graduated audio-lingual training and linguistic analysis of spoken American English, while developing reading and writing skills. Intended for those who have the equivalent of at least one year's previous study of English. (TOEFL score between 351 and 450.)

### **ESL 103-104 Advanced English as a Second Language I, II (3),(3)**

Offers intensive audio-lingual practice, integrated review of structure, advanced linguistic analysis, college-level reading, and advanced composition. Especially designed for persons who have been residing in the U.S. and plan to continue their studies at an American college or university. (TOEFL score between 451 and 550.)

## **COURSES IN LITERATURE, WRITING, JOURNALISM, SPEECH COMMUNICATION**

### **101                      Composition/Reading I                      (3)**

This course reviews the basic principles of grammar, usage, and punctuation; gives basic training in editing skills; emphasizes the importance of unity, coherence, and emphasis by intensive practice in writing the paragraph and short essay; introduces the organizational patterns of expository writing; and helps to develop the skills of analytic reading, effective listening, and confident public speaking. Other important goals of ENG 101 are the successful completion of the workshop in word processing and demonstrated ability in using the resources of the University library. English competency is demonstrated with an earned grade of C or better in both 101 and 102.

### **102                      Composition/Reading II                      (3)**

This course continues the development of listening, speaking, and writing skills; introduces the students to the genres of short fiction, drama, and poetry; and discusses approaches to writing about these genres. Of cardinal importance to this course is the study and practice of the processes involved in producing the library or research paper according to the guidelines of the Modern Language Association (MLA). English competency is demonstrated with an earned grade of C or better in both 101 and 102.

### **151                      Understanding The Media                      (3)**

This course serves as an introduction to mass communications by providing a survey of mass media featuring both print and electronic samples. Media discussed include newspapers, magazines, public relations, advertising, radio, and television. The course also covers the ethical and legal issues facing journalists and other professional writers. Required of all English/Professional Writing and English/Journalism majors and minors.

### **160                      Introduction to Human Communication                      (3)**

This course explores the fundamental concepts that apply to all aspects of human communication: the general principles of communication; the nature of language; interpersonal, group/organizational, public, intercultural, and mass communication.

### **161                      Introduction to Broadcast Communication                      (3)**

This course offers an opportunity to gain an appreciation of the principles and techniques necessary to communicate effectively in all types of broadcast situations: news, sports, and commercial delivery; interviewing; and ad-libbing on radio and television.

### **201                      Literary Masterpieces                      (3)**

This accelerated Composition/Reading course, designed for incoming freshmen who qualify, emphasizes listening, speaking, reading, and writing skills; reviews grammar and mechanics; focuses on the production of the research paper; and draws on selected short stories, novels, poems, and/or plays for essay topics. *Prerequisite: Permission of Academic Dean. English competency is demonstrated with an earned grade of C or better in 201*

**/PHL 220 Philosophy of Language****(3)**

The study of the structure and function of language, of its various forms from mythical narratives to linguistic analysis and discursive symbolism. Analysis of selected works, including Plato's Symposium and Aristotle's Rhetoric.  
*Prerequisite: ENG 101 or 201, or PHL 100 or 120*

**221 British Literature I****(3)**

A survey of the Anglo-Saxon, Medieval, and Renaissance periods, the course surveys representative authors and works, the prevailing conventions, and the pressures of cultural and public taste that led to the evolution of literary forms.

**222 British Literature II****(3)**

After preliminary lectures on the Neo-Classical era, the course surveys the major writers and theories of the Romantic and Victorian periods in their cultural and social contexts.

**231 Major American Writers of the Eighteenth and Nineteenth Centuries****(3)**

Students will read characteristic writings of Irving, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, Twain, and Dickinson in the light of their individual talents and within the context of American culture.

**241 Comparative Literature I****(3)**

Reading and analysis of the literatures of different peoples and nations is a vital complement to the study of English literature. In this course, students will become familiar with a variety of ancient and modern classics in translation—some of which, such as the Greek epics or the sacred texts of the Eastern religions, chronicled or helped shape entire civilizations; others of which, for example the realistic novels of the Russian masters Dostoevsky and Tolstoy, lifted their genres to an eminence that now ranks in importance with Elizabethan drama.

**242 Comparative Literature II****(3)**

In this course, students will further expand their knowledge of a variety of world literatures. Works long recognized for their quality and innovative importance, such as Moliere's comedies and Flaubert's landmark novel *Madame Bovary*, may serve as prelude to extensive reading among the contemporary classics by such recent Nobel Prize winners as Gabriel Garcia Marquez, Czeslaw Milosz, Yasunari Kawabata, and Naguib Mahfouz.

**243 Children's Literature****(3)**

This course is designed to provide an overview of children's literature. Books of fiction and of poetry, the traditional literature of the fairy tale, fable, myth and legend, and materials in the nonfiction areas of science, biography, and history will be evaluated. Standards for the selection of books will be considered.



**244                      Detective Fiction with a Creative Writing Option                      (3)**

Rooted in the premise that detective fiction is a genre worthy of formal study, this course traces its development from Poe's tales of ratiocination to the present. Class discussion focuses on its formulaic conventions; on its ability to serve as a mirror to society, reflecting society's social concerns, moral awareness, and indeed its very language; and on its insistence, in the words of Robin Winks, "upon individual responsibility." Students may choose as an alternative to a research paper the writing or writing/filming of an original manuscript. Procedures for seeking publication are discussed.

**247                      Introduction to Literary Theory and Criticism                      (3)**

Recent decades have seen rapid growth in the variety of approaches and criteria of judgment used by literary critics. Such approaches as structuralism, feminism, psychoanalytic and myth criticism, deconstruction and reader response theory, among others, offer varied ways of interpreting texts. This course does not seek to advance the specific claims of any one of these schools, but to introduce students to their competing claims. For comparative and instructive purposes, students will be asked to apply a number of critical approaches to the same work or author.

**251                      Creative Writing: Poetry                      (3)**

In this course, students will read and evaluate a variety of poems and poets, traditional and contemporary; review the technical aspects of poetry, such as form, meter, rhyme, and figurative language; and investigate fixed and open poetic conventions. Central to the course is the sharing of the students' own creative efforts with the class, thus providing the benefit of audience evaluation, and the production of a body of original verse. Finally, procedures for seeking publication will be discussed.

**252                      Creative Writing: Fiction                      (3)**

This course is designed to guide students through both the creative and practical aspects of fiction writing. Writing assignments generally begin with short exercises using various techniques chosen to tap both creativity and discipline. Students then move toward developing complete short stories and/or chapters of a novel. Critiquing the work of contemporary professional writers as well as that of fellow students constitutes an important part of the course. Finally, procedures for seeking publication will be discussed.

**254                      Introduction to Technical Writing                      (3)**

This course emphasizes a problem-solving approach to technical communication. Students will apply rhetorical principles to practical writing situations such as writing definitions, descriptions, instructions, and creating forms. Emphasis will be placed on both writing and testing the documents.

**261                      Communication: Theory and Practice                      (3)**

This course relates a student's ability to think critically with developing skills in oral communication and explores human communication as it affects and relates to organizational structures.

**262 Interpersonal Communication (3)**

This course provides an intellectual understanding of how human behavior influences interpersonal communication systems. An ongoing, dynamic classroom laboratory explores self-concept, self-esteem, the role of the self-fulfilling prophecy, perception, semantics, nonverbal communication, conflict, confrontation, and negotiation.

**271 Journalism I (3)**

This course serves as an introduction to news reporting with a focus on the basic skills of the profession. Students will begin by learning to define the news and to understand its various categories. From there they will learn the fundamentals of structuring news stories, observing news-style rules, handling quotes, interviewing, and researching. As part of that study, students will also begin to learn the tenets of good reporting as they do classroom story exercises and occasional real-life stories outside of the classroom.

**272 Journalism II (3)**

This course continues the basic skills of Journalism I and builds upon them. Students will explore more complicated stories, cover events outside the classroom, and conduct extensive interviews as well as delve into some of the legal, moral, and practical issues of news reporting. Students will also sample various types of news stories, from traditional straight news to feature articles, in-depth news features, and more specialized reporting.

**/PHL 320 Philosophy of Literature (3)**

This course examines the ways in which philosophical ideas are expressed in literature. It involves reading philosophical and literary texts from the same period to see how particular themes appear simultaneously in these two areas. The purpose of this approach is to show how philosophical inquiry is integrated in the cultural life of the Western tradition. *Prerequisites: PHL 100, or ENG 101 and 102, or ENG 201*

**321 Critical Writing and Research (3)**

This course is designed to give students an advanced understanding of rhetorical principles and to improve skill in their use, while simultaneously guiding them through research methods in some major fields — literature and media studies among them. Intended as intensive preparation for the senior seminar, the course aims to build students' technique and confidence in both style and method.

**325 Shakespeare (3)**

Designed primarily as an introduction to Shakespeare, this course will study several major plays in detail, relating them to the realities of Elizabethan theatre conventions, viewing them in the context of their time, and discussing their impact on successive generations.

**327 Young Adult Literature (3)**

This course is designed to provide an overview of those works of literature which in recent decades have been identified as especially pertinent to and reflective of the experience of the young adult in a variety of cultures and times. Of particular importance to the secondary education major, standards for the selection of books within the high school curriculum will be considered.

**341 Drama: The Playwright and the Play (3)**

This genre course concentrates on twentieth-century British and American drama and will deal typically with the major works of O'Neill, Williams, Miller, Fry, Stoppard, and Shaffer.

**343 Novel: The Writer and the Vision (3)**

This genre course gives an overview of the history and nature of the novel. Its specific content, oriented toward twentieth-century American and British writers, varies from year to year. The course may, for example, focus exclusively on women writers, on a certain accent within the genre, or on a particular theme.

**344 Poetry: The Poet and the Medium (3)**

Students will engage in the intensive, close reading of poems that exemplify a variety of poetic modes for the purpose of arriving at an understanding of the elusive nature of poetry. Major twentieth-century American and British poets will be studied.

**348 Play Writing (3)**

This course is designed to guide students through both the creative and practical aspects of play writing, with an emphasis on producing the one-act play. Typical assignments include exercises in writing dialogue, creating characters, and developing plots. Critiquing the work of fellow students as well as that of professional dramatists constitutes an important part of the course.

**353 Writing for Public Relations (3)**

This course is designed to offer students principles for and practice in writing in the field of Public Relations. Students will be expected to design and execute a number of projects as well as critique documents.

**354 Writing for Professionals (3)**

This course is designed for the non-English major who is planning a career in business. The class focuses on developing the strategies and skills needed to write correct business documents including correspondence, resumes, and technical reports.

**357 Editing for Publication (3)**

This course concentrates on editing documents for dispersal to the public in the context of industry or the newsroom. Students will edit letters, business communications, reports, press releases, and journal articles. The emphasis will be on global revision and local proofreading. *Prerequisite: ENG 254, 271, or 354*

**361 Public Speaking: Theory and Practice (3)**

This course provides opportunities for developing the skills of effective communication through public address. Studies include an introduction to rhetorical research, critical analysis, symposia, forums, speech ethics, and individual presentations.

**362 Advanced Public Speaking: Theory and Practice (3)**

This course offers students the opportunity to develop further their communication skills through research, critical thinking and analysis, debates, persuasive and epideictic (political) oratory.

**371 Feature Article Writing (3)**

In this class, students will become familiar with the functioning of magazines and newspapers, the market for feature articles, and the market for free-lance writers. The focus of the class, however, is on sound writing. While learning the fundamental elements of feature article writing, students will conduct themselves as professional writers, preparing a variety of stories well in advance, and approaching those stories as if they were marketing them. During this process constant attention will be paid to the improvement of writing and reporting skills.

**374 Advertising: Design, Layout, and Copy Writing (3)**

In this course, students will develop skills in creating advertisements. Formulas for developing the messages used in consumer, trade, and institutional advertising will be discussed; factual and imaginative approaches for print and broadcast media will be studied.

**422/423****424/425 Special Topics in Literature (3)**

This seminar provides the advanced student with the opportunity to do intensive study in a particular author, period, genre, or topic. Specific approaches that may be taken include the literature of incarceration, Arthurian literature, Chaucer and the fourteenth century, forms of social protest in American drama, the literature of war or of the sea, satire in the contemporary American novel, problems in Shakespeare, Anglo-Irish literature, film and literature, and minority literature. *Prerequisites: Junior/Senior standing and/or permission of the instructor*

**441 History of the English Language (3)**

This course explores the laws governing the evolution of English from its humble beginnings in Anglo-Saxon times to its present status as the first truly global language. Special emphasis will be given to those societal and cultural forces which shaped and continue to shape it and to the constantly changing world which it mirrors.

**452 Document Design and Testing (3)**

The goal of this course is to write, user-test, and edit a technical manual and prepare technical reports for publication. Emphasis will be placed on the use of computer software as well as rhetorical theory. *Prerequisite: ENG 254 or 354*



**461 Mass Media: Its Forms and Consequences (3)**

This course offers the media consumer a holistic interface with mediated phenomena that ought to prompt discussion about ourselves and our culture. As the course develops a critical perspective on mass media, it invites further exploration of the nature of each medium and its consequences for the future.

**462, 463**

**464, 465 Special Topics in Speech Communication (3)**

This seminar provides the advanced student with the opportunity to explore important contributions to the literature of rhetoric and public address as it relates to our political and social environment. Specific approaches that may be taken include the rhetoric of the sixties: the global consequences of the rhetoric of Churchill, Roosevelt, Hitler, and Stalin; Readers' Theatre: the oral interpretation of literature; the history of rhetoric and public address; and communication and culture in ancient India and China.

**472 Journalism III (3)**

This course focuses on advanced journalistic coverage such as investigative reporting and public affairs reporting. Time will be spent on copy preparation and layout. Issues concerning the legal and moral responsibility of journalists will be discussed. *Prerequisites: ENG 271 and 272*

**490 Senior Research/Seminar (3)**

Each student will select a topic or writer to study and research under the tutelage of a member of the department. The seminar sessions will meet regularly for the presentation and critique of students' progress. Each is expected to produce a significant piece of writing, work on which will culminate in its oral presentation and defense in the spring. *Prerequisite: ENG 321*

**491 Internship (3)**

The English department strongly encourages students with concentrations in professional writing, journalism, and communication to pursue internships in properly supervised, substantially sound, and professionally rewarding environments. Students have, in the past, enjoyed internships on the staffs of television and radio stations, local and area newspapers, public relations firms, advertising agencies, and house publications for businesses and government agencies.

**499 Independent Study (3)**

Occasionally, the department will allow students with compelling reasons for doing so to engage in independent study under the direction of a member of the English faculty or one from a related discipline. Students must petition the department chair, who will then review the application and, if approved, assign the appropriate director.

# GEOGRAPHY PROGRAM

The Geography Program seeks to achieve the objectives of the University by providing courses which enhance the student's depth of knowledge and their understanding of the world in which they live. As a synthesizing discipline Geography provides a body of concepts and methodologies applicable to the appraisal of important issues facing the contemporary world. The dynamic physical and cultural landscapes of the earth challenge the geographer to provide continuing interpretation of world patterns from a spatial point of view. The concentration consists of six (6) courses.

## REQUIREMENTS FOR GEOGRAPHY CONCENTRATION

Students concentrating in Geography must complete the following requirements: GEO 200 and 210 in sequence. GEO 320, 326, 330, and 340 must also be completed as offered.

### COURSES

### CREDITS

**200 Introduction to Economic Geography (3)**  
This course provides the foundation for Economic Geography. The physical, human, political, and economic aspects are introduced.

**210 Economic Geography (3)**  
This course focuses on the production, exchange, and consumption of agricultural, strategic, and industrial resources as related to economic growth and resource development.

**320 Geography of Africa (3)**  
A comprehensive course on the geography of Africa with emphasis on the culture and economy of the continent. North Africa/Southwest Asia and South Africa will be the central focus of this course.

**326 Geography of the Americas (3)**  
This course presents North America as a developed realm and the Latin American countries and South America as underdeveloped realms. Comparison is made between these realms on the basis of their economic, social, technological, and political structure.

**330 Geography of Modern Europe, Australia, and New Zealand (3)**

This course will focus on the rapid political and economic changes taking place in this realm, including the reunification of Germany and the restructuring of the Soviet Union. Australia and New Zealand will be introduced in relation to the European countries.

**340 Geography of Japan, East Asia, and Southeast Asia (3)**  
The physical and human resources of this area are evaluated from a regional economic perspective. Emphasis is on Japan as a developed realm. The People's Republic of China, Korea, Taiwan, and other nations of Southeast Asia will also be discussed.

# HISTORY

*Chair:* John Buckley, FSC, Ph.D.

The department seeks to promote knowledge and understanding of the modern world by analyzing contemporary developments and surveying their cultural and historical antecedents. The curriculum focuses on American and European history but also offers courses dealing with various non-Western areas. Our general objective is to encourage students to achieve a practical understanding of modern realities and to develop positive attitudes and values necessary for life in the present multinational and multicultural world.

The department offers courses leading to a major or minor in history.

## **THE STUDENT MAJOR CHOOSES A CONCENTRATION IN EITHER AMERICAN HISTORY OR MODERN EUROPEAN HISTORY**

*MAJOR:* Minimum of 10 history courses with 8 at 200-level or above.

*MINOR:* Minimum of 6 history courses with 4 at 200-level or above.

## **REQUIRED COURSES FOR ALL MAJORS**

- HIS111: Interpretations of American History to 1865
- HIS112: Interpretations of American History 1865-1990s
- HIS490: Senior Seminar
- One non-Western History Elective

## **REQUIREMENTS FOR THE HISTORY MINOR**

- Minimum number of credits required: 18 semester hours.
- HIS111: Interpretations of American History to 1865
- HIS112: Interpretations of American History from 1865
- Four (4) elective history courses approved by the department chair

## **EUROPEAN HISTORY CONCENTRATION**

- HIS201: Europe 1789-1914
- HIS202: Europe 1914-1990s
- Minimum of 4 of the 5 National Histories: England, France, Germany, Ireland, and Russia.
- Seminar paper on European History topic

## **AMERICAN HISTORY CONCENTRATION**

- One European History Elective
- HIS 315 or 321, HIS 403 or 412
- Minimum of 3 other American History Electives
- Seminar Paper on American History Topic

- There are no prerequisites for History courses except for the 490 Seminar
- Levels reflect degree of difficulty and work demands
- HIS110 is offered every semester
- Other 100-level courses and 201 and 202 are offered every year
- 200-level and above are offered every fourth semester

Students may apply three transferred history courses to a history major, and two to a history minor at the University.

## **REQUIREMENTS FOR THE DOUBLE MAJOR IN HISTORY AND SECONDARY EDUCATION**

Students choosing a double major in History and Secondary Education are required to complete the following History courses: HIS 103, 111, 112, 202, 313, [315 or 321], [403 or 412], 490, minimum of one non-Western elective, and minimum of one American History elective. Students must also fulfill the requirements of the Secondary Education Department.

### **COURSES**

### **CREDITS**

#### **103 Western Civilization I 500 BC - 1500 AD (3)**

Covers the expanse of history from Greek and Roman times through fifteenth-century Europe.

#### **104 Western Civilization II 1500 - present (3)**

A survey of the great dynasties with discussion of the period of exploration and discoveries, the Enlightenment, nationalism, and the imperialistic ventures from the sixteenth through the twentieth centuries.

#### **110 Survey of American History (3)**

A general introduction to the origins, development, and present status of life in the United States. Consideration is given to the structure, processes, and major issues in both their historical perspective and contemporary importance. *This course is suitable for fulfilling the General Education Requirement for students without an interest in a particular aspect of history.*

#### **111 Interpretations of American History to 1865 (3)**

An examination of traditional viewpoints and newer perspectives of selected episodes in American history from 1600 to 1865. Diverse readings are used to underscore the thesis that history necessarily has multiple interpretations.

#### **112 Interpretations of American History from 1865 to the 1990s (3)**

An examination of traditional viewpoints and newer perspectives of selected episodes in American history from 1865 to the present. Diverse readings are used to underscore the thesis that history necessarily has multiple interpretations.



**201                    Europe 1789-1914                    (3)**

Analysis of political, intellectual, and cultural developments in western Europe from the start of the French Revolution until the outbreak of World War I.

**202                    Europe 1914-1990s                    (3)**

Analysis of the major political, military, and intellectual developments in Europe since World War I. Special emphasis will be placed on the totalitarian movements that have threatened Europe for most of the century.

**/PHL 205    Philosophy of History                    (3)**

An examination of the diversity of perspectives which have been offered to explain historical process and to appraise historical investigation.

**214                    History of the American Catholic Church                    (3)**

A survey of the Catholic Church in the United States from its foundation through the 1990s. Covers the impact of major historical events in shaping the internal development of the American Church, the influence of American Catholicism on U.S. history, and the cultural attitudes and socioeconomic position of contemporary American Catholics.

**306                    Modern Germany                    (3)**

Concentration on twentieth-century developments after a brief survey of aspects of German history before 1914 that have had an enduring effect. Special emphasis is given Hitler and the World War II era.

**308                    Modern France                    (3)**

Consideration of the major political, intellectual, and cultural currents in France since 1789. The course will first briefly study the reigns of Louis XIV and Louis XV and will then closely examine developments from the French Revolution to the present.

**309                    Modern Russia                    (3)**

Concentration on the Soviet Union up to its transformation into the Commonwealth of Independent States, after a brief survey of aspects of Russian history from the time of Peter the Great that have had an enduring effect on Russia in the contemporary era.

**310                    Modern England                    (3)**

Consideration of the major political, intellectual, and cultural developments in England since 1776. The course will begin with a brief consideration of the Tudor, Stuart, and Georgian periods and will then closely examine English life in the 19th and 20th centuries.

**311                    Modern Ireland                    (3)**

A concise presentation of Irish history. This is an investigation of social, political, economic, cultural, and religious factors that have influenced and determined the present situation in Ireland.

**/SOC 313 American Immigrant Experience (3)**

The process of immigration to the United States from the seventeenth through the twentieth century. Topics covered are the slave trade, difficulties of voluntary immigration, problems of adjustment, nativist reactions, internal migrations, and contributions of various groups to American diversity.

**315 American Economy (3)**

A survey of the organization, development, and effects of the American economic achievements. Emphasis is placed upon the analysis of the roles of economic factors in our social and political life. Economic developments of the contemporary world are surveyed for their impact on the American scene.

**/SOC 321 Urban America (3)**

A survey of urban America from the seventeenth through the twentieth centuries that examines the impact of the city upon American history, culture, and quality of life. Special emphasis will be given to urban developments in the twentieth century.

**/POL 324 American Political Thought (3)**

A survey of American political development from its origins in English liberalism to the progressive humanism of the twentieth century. By examining material from political and historical sources, this course investigates the dominant ideas of each epoch and the value systems which underpin it.

**/POL 331 Contemporary Latin America (3)**

Central and South America and the islands of the Caribbean are discussed in terms of economic development, political and social reform, the military elite, and church-state relations.

**/POL 332 Contemporary Middle East (3)**

The Middle East is examined as a problem area in international relations. Emphasis is placed upon problems of Arab nationalism, Arab unity, and the economic modernization of representative countries of the region.

**/POL 333 Contemporary Africa (3)**

An interdisciplinary approach to the study of independent African states. Attention is directed to the social, geographic, and economic settings; to the colonial experiences; and to the contemporary political situation.

**/POL 334 Contemporary East Asia (3)**

This study focuses on nations of East Asia in the context of their cultural/historical backgrounds and their response to Western impact. China and Japan receive special emphasis, with a concentration on developments since 1945.

**397 Significant Nations of the World (3)**

A survey of the historical, political, social, and economic elements of a nation with special emphasis on twentieth-century developments.

**398 Significant Leaders and Their Times (3)**

An in-depth study of individuals and their times and the events that influenced their political thinking. Attention is given to the qualities of leadership of these contemporary world figures.

**399 Special Topics (3)**

Offered when interest is generated and department resources are available.

**403 Modern America (3)**

The national experience from the 1930s. Political, social, and economic aspects of American life from the New Deal of Franklin Roosevelt to the presidency of William Clinton. Emphasis is placed on the impact of national and international events on the lifestyle of the average American.

**/POL 412 Modern American Foreign Policy (3)**

An examination of America's role on the international scene in the twentieth century with an analysis of the interrelationship of domestic and foreign issues. Emphasis is given to the years of world leadership from World War II into the 1990s.

**/POL 422 American Presidency (3)**

An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored.

**490 Senior Seminar (3)**

Directed research culminating in thesis development, its public presentation and defense. *Prerequisite: Permission of department chair*

# MATHEMATICAL SCIENCES

*Chair:* M. Maurice Boyle, RSM, Ph.D.

The department supports the mission of the University as it seeks to promote the development of each student's analytic and quantitative reasoning capabilities. The curriculum offered by the Mathematical Sciences Department is based on an awareness of the increasing importance of mathematics and computer science in contemporary society. Mathematics has always been the language of the natural sciences; during the last several decades its influence has spread to the social, life, and management sciences as well. The course of study in mathematics at Salve Regina University supports the quantitative component of a liberal arts education by providing students with the knowledge to strengthen their powers of abstract reasoning, to develop their analytic ability for examining and discovering structures and patterns, to increase their understanding of our technological society, and to deepen their appreciation of the contribution of mathematics to history and culture. These powers and abilities ultimately form a sound basis for solving problems, for making informed and responsible judgments and decisions, and for appreciating the order and beauty of our God-created universe.

The department offers courses that assist students in acquiring the mathematical concepts and skills necessary to complete the general education core requirements in mathematics and provides the courses that constitute the mathematics component of other major programs in the University. The department offers programs leading to a major or a minor in mathematics and a program leading to a minor in computer science.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE

Students seeking a Bachelor of Science in mathematics are required to take the following courses: MTH 191, 192, 193, 200, 211, 301, 303, 341, 342, 381, 382, 490, and CSC 201, 202.

## REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE

To earn an interdisciplinary degree of Bachelor of Arts in mathematics, the student must complete the following mathematics courses: MTH 191, 192, 193, 200, 211, 301, 341, 342, 381, 382, and 490. Because this program is interdisciplinary in nature, each student pursuing a B.A. in mathematics must consult with the Chair of the Mathematical Sciences Department to establish a supplementary program of at least 6 courses to complement their mathematics courses.



## **REQUIREMENTS FOR A DOUBLE MAJOR IN MATHEMATICS AND SECONDARY EDUCATION**

To earn a Bachelor of Arts degree in mathematics in preparation for teaching at the secondary level, students are required to complete the following courses: MTH 191, 192, 193, 200, 211, 315, 381, 409, 421, and 490, CSC 201, and STA 201. Students majoring in mathematics and secondary education must also complete the requirements of the Secondary Education Department.

## **REQUIREMENTS FOR A MINOR IN MATHEMATICS OR COMPUTER SCIENCE**

Students seeking a minor in mathematics are required to take MTH 191, 192, 193, 200, 211, and 301.

Students seeking a minor in computer science are required to take CSC 101, 102, 201, 202, 303, and 311.

## **GENERAL EDUCATION REQUIREMENT**

Through the general education requirement in mathematics, Salve Regina University provides students with learning opportunities to understand concepts of numerical data and abstract patterns. To meet this general education requirement, all students must successfully complete MTH 191.

Recognizing the diversity of mathematical sophistication of incoming students, the department offers MTH 099 and MTH 111 to prepare students for other mathematics courses.

## **COURSES**

## **CREDITS**

<b>099</b>	<b>College Algebra</b>	<b>(2)</b>
	<b>Lecture 3hrs/Lab 1hr</b>	

In this course, students investigate such topics as integer and rational exponents, the algebra of polynomial and rational expressions, linear and quadratic equations and inequalities, and applications. Both graphing calculators and computers are employed in the laboratory component of this course.

<b>111</b>	<b>Precalculus</b>	<b>(2)</b>
	<b>Lecture 3hrs/Lab 1hr</b>	

In this course, students investigate such topics as the function concept and algebra of functions; polynomial, rational, exponential, logarithmic, and trigonometric functions; and graphing techniques. Both graphing calculators and computers are employed in the laboratory component of this course.  
*Prerequisite: MTH 099 or equivalent*

**185 Mathematics in Elementary Education (3)**

This course is open only to majors in Elementary Education and Early Childhood Education. Topics include sets, arithmetic operations, geometry, number systems, mathematical systems, and problem solving. *Prerequisite: MTH 111 or equivalent*

**191 Applied Calculus I (3)**  
**Lecture 3hrs/Lab 1hr**

In this course, students study differential calculus of functions of a single real variable. Students also consider applications of calculus in business, the physical sciences, and the life and social sciences. *Prerequisite: MTH 111 or equivalent*

**192 Applied Calculus II (3)**  
**Lecture 3hrs/Lab 1hr**

In this course, students study integral calculus of functions of a single real variable. Students also consider applications of calculus in business, the physical sciences, and the life and social sciences. In addition, students study selected topics from the calculus of functions of several real variables. *Prerequisite: MTH 191 or equivalent*

**193 Applied Calculus III (4)**  
**Lecture 4hrs/Lab 1hr**

In this course, students study parametric equations, polar coordinates, infinite sequences and series, calculus of real functions of several variables: partial derivatives and multiple integrals. *Prerequisite: MTH 192 or equivalent*

**200 Discrete Mathematics (4)**

This is a course in the foundations of mathematics and the ideas that underlie the science of computing. Students examine coding and computer representation of number systems, computational errors, logical operations, relations and arguments, methods of proofs, set relations and operations, functions, and recursion. *Prerequisite: MTH 111 or equivalent*

**211 Linear Algebra (4)**

In this introductory course students study matrices and determinants, systems of linear equations, linear spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, and metric concepts. *Prerequisite: MTH 200 or consent of instructor*

**301 Differential Equations (3)**

Students study basic existence, uniqueness and stability theory, along with methods of solution. Topics include first and second order linear equations, systems of linear equations and applications. *Prerequisite: MTH 193 and MTH 211 (may be taken concurrently)*

**/CSC 303 Numerical Analysis (3)**

Students study numerical solutions of algebraic and transcendental equations and systems of linear equations, numerical differentiation and integration, fixed and floating point arithmetic, and analysis of errors. *Prerequisite: MTH 193, 211 and CSC 201*

**315                    Geometry and Its History                    (3)**

Students study concepts of geometry and their historical development. In particular, students study Euclidean and non-Euclidean geometries and the history of the parallel postulate. *Prerequisite: Consent of instructor*

**/STA 341    Statistical Theory I                    (3)**

This course will offer a calculus-based treatment of probability and statistics. Students study set-based probability theory, combinatorics, random variables, discrete and continuous distribution theory, moment-generating functions, functions of random variables, and conditional and marginal probability distributions. *Prerequisite: MTH 193*

**/STA 342    Statistical Theory II                    (3)**

This course will extend the calculus-based treatment of probability and statistics concepts. Students study sampling distributions, the central limit theorem, the theory of inference (estimation and testing), optimality properties of statistical methods including maximum likelihood estimators, minimum variance, sufficiency, and likelihood ratio tests, and Bayesian estimation. Students use SAS statistical to assist in problem resolution. *Prerequisite: MTH/STA 341*

**381                    Principles and Techniques of                    (3)**  
**Applied Mathematics I**

Students study vector fields, vector calculus, and series solutions of differential equations. *Prerequisite: MTH 193*

**382                    Principles and Techniques of                    (3)**  
**Applied Mathematics II**

Students study Fourier series and their application to boundary value problems, systems of orthogonal functions, transform methods, and calculus of variations. *Prerequisite: MTH381*

**409                    Number Theory and Its History                    (3)**

Students study numbers and their properties, positional systems, divisibility, prime numbers, and congruences. *Prerequisite: Consent of instructor*

**421                    Abstract Algebra                    (3)**

In this course students study groups, rings, and fields. *Prerequisites: MTH 200 and 211*

**490                    Senior Seminar                    (1)**

In this seminar, seniors present a topic chosen by the student under supervision of a faculty member. *Prerequisite: Senior standing in mathematics*

**499                    Special Topics                    (3)**

The purpose of this course is to provide an opportunity for students to investigate topics not covered in ordinary course work. The subject matter varies to suit individual students and the interests of the professor.

# COMPUTER SCIENCE

COURSE	CREDITS
/ISS 101 Introduction to Computer-Based Information Processing System	(3)
/ISS 102 Structured Systems Analysis Method	(3)
/ISS 201 Introduction to Application Programming	(3)
/ISS 202 Intermediate Application Programming	(3)
/MTH 303 Numerical Analysis	(3)
/ISS 311 Operating System/Network Architecture	(3)



# STATISTICS

*Institute Co-Directors: M. Maurice Boyle, RSM, Ph.D.  
Thomas Brennan, M.B.A.*

The undergraduate courses in Statistics constitute a component of the Salve Regina University Institute of Statistics. The Institute offers a Minor in Statistics at the undergraduate level, a Master of Science in Statistics, certification programs for statistical analysis, and other continuing education courses and workshops in statistics. A major component of the Institute is the Statistical laboratory and Computer Center. The Minor in Statistics is designed to complement a major in mathematics for students interested in preparing for the Actuarial Examinations; the Minor includes topics provided by recent American Statistical Association (ASA) guidelines.

## COURSE

## CREDITS

### **STA 201 Statistical Methods I**

**(3)**

This course will address a broad spectrum of fundamental statistics concepts. The topics include exploratory data analysis, basic probability distributions, sampling distributions, interval estimations, hypothesis testing, and significance testing (P-Values) with single, paired, and two-sample problems. There will be frequent use of MINITAB statistical software to assist in problem resolution. *Prerequisite: MTH111*

### **STA 202 Statistical Methods II**

**(3)**

This course will extend the study and utilization of fundamental statistics concepts. The topics include descriptive and inferential regression, descriptive and inferential correlation, one-way and two-way analysis of variance, chi-square tests, indexes, timeseries, forecasting, and decision methods. There will be frequent use of MINITAB statistical software to assist in problem resolution. *Prerequisite: STA 201*

### **/MTH 341 Statistical Theory I**

**(3)**

This course will offer a calculus-based treatment of probability and statistics concepts. The topics include set-based probability theory, combinatorics, random variables, discrete and continuous distribution theory, moment-generating functions, functions of random variables, and conditional and marginal probability distributions. *Prerequisites: MTH 191, 192, and 193*

### **/MTH 342 Statistical Theory II**

**(3)**

This course will extend the calculus-based treatment of probability and statistics concepts. The topics will include sampling distributions, the central limit theorem, the theory of inference (estimation and testing), optimality properties of statistical methods including maximum likelihood estimators, minimum variance, sufficiency, and likelihood ratio tests, and Bayesian estimation. Attention will be given to the use of SAS statistical software to assist in problem resolution. *Prerequisite: STA/MTH 341*

**STA 361    Advanced Statistical Applications I (3)**

This course will address the design and analysis of various experiments using Analysis of Variance techniques. Attention will be given to the use of SAS statistical software to assist in problem resolution. *Prerequisite:* MTH 211, STA/MTH 342

**STA 362    Advanced Statistical Applications II (3)**

This course will address regression analysis (simple, multiple, linear, and non-linear), time-series analysis, and correlation analysis techniques. Attention will be given to the use of SAS statistical software to assist in problem resolution. *Prerequisite:* MTH 211, STA/MTH 342

**STA 499    Independent Study (3)**

This course involves supervised study in an area not available in regularly scheduled courses.

**REQUIREMENTS FOR A MINOR IN STATISTICS:****STA 201    Statistical Methods I****STA 202    Statistical Methods II****/MTH 341   Statistical Theory I****/MTH 342   Statistical Theory II****STA 361    Advanced Statistical Applications I****STA 362    Advanced Statistical Applications II****WORKSHOPS AVAILABLE THROUGH THE SRU INSTITUTE OF STATISTICS:****WORKSHOP CREDITS****STA 101    Statistics Workshop I (1)**

This workshop provides an overview of the purpose and variety of basic techniques in descriptive statistics. The session includes the use of MINITAB statistical software.

**STA 111    Statistics Workshop II (1)**

This workshop provides an overview of the purpose and use of statistical estimation and testing techniques. The session includes the use of MINITAB statistical software.

**STA 290    Statistics Workshop III (1)**

This workshop provides an overview of the characteristics and purpose of regression and correlation techniques, analysis of variance, and some nonparametric methods. The session includes the use of MINITAB statistical software.

**STA 301    SAS Workshop I (1)**

This workshop provides an introduction to SAS, the statistical software programming package. Included in the workshop will be several exercises using a variety of DATA and PROCEDURE options of SAS. This workshop assumes some prior understanding of statistics and programming.

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## MODERN LANGUAGES

*Chair:* Heriberto Vazques, Ph.D.

Mastery of a foreign language enables us to deepen our understanding of cultural differences and similarities, to exercise fully our responsibilities as citizens of the world, and to promote meaningful cross-cultural exchange. Language competency is a life skill and career asset.

### FRENCH

Within the framework of the overall mission of the University and with the objectives of developing in students a range of general understandings, attitudes, and values to cope with and survive in a multinational, multicultural world, and the skill to communicate in a foreign language, the French language and literature curriculum at the University is designed to provide opportunities for students to achieve aural, oral, and written proficiency in the language. An integral part of the curriculum is an in-depth exposure to French culture and civilization through the study of French literature in its social, historical, and cultural context.

#### **REQUIREMENTS FOR THE FRENCH MAJOR**

The French major requires a minimum of 36 credit hours: eleven required courses FRN 201, 203, 302, 304, 305, 311, 312, 401, 404, 405, 470 and one elective French course on the 200-level or higher.

#### **REQUIREMENTS FOR THE DOUBLE MAJOR IN FRENCH AND SECONDARY EDUCATION**

FRN 201, 203, 302, 304, 305, 308, 311, 312, 401, 404, 405, and 470. Students majoring in French and Secondary Education must also meet the requirements for Secondary Education.

#### **REQUIREMENTS FOR THE FRENCH MINOR**

The French minor requires a minimum of 18 credit hours: four required courses FRN 201, 203, 304, 401, and two elective French courses on the 200-level or higher.

## PROGRAMS FOR SPOKEN PROFICIENCY

In addition, a concentrated program in oral communication leading to spoken proficiency is available to students of other majors (e.g., Business Administration, Economic French, Diplomatic and Political Science French, and Scientific French.) **NOTE:** All courses are taught in French unless otherwise stated.

## SPECIAL COURSES OFFERED IN ENGLISH

Courses offered in translation are intended for non-French majors. French majors may take them to complete total credit requirements, but these will not be counted toward the French major requirements. Topics offered in translation include French Literature to 1789, French Literature from 1789 to the Present, French Culture and Civilization, History of France, and Literary Topics.

## COURSES

## CREDITS

### 111-112      **Elementary French I, II** (3,3)

This is a concentrated two-semester course stressing the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. *FRN 112 Prerequisite: FRN 111 or 1 yr. H.S. French or permission of department chair*

### 200              **Intermediate French** (3)

This one semester course develops further the four basic skills and provides the student with a comprehensive review of the fundamental principles of grammar necessary for a more advanced level of spoken and written French. *Prerequisite: FRN 112 or 2 yrs. H.S. French or permission of department chair*

### 201              **French Conversation** (3)

This course emphasizes the use of correct spoken French on a more advanced level than in the intermediate course. Attention is given to correct pronunciation through active participation in oral discussions and reports and to active vocabulary building. *Prerequisite: FRN 200 or permission of department chair*

### 203              **French Grammar and Composition** (3)

This course emphasizes the correct use of written French on a more advanced level than in the intermediate course through controlled compositions, grammatical exercises and original themes. *Prerequisite: FRN 200 or equivalent*

### 302              **Advanced French Conversation** (3)

Continued development of oral skills in pronunciation, everyday vocabulary, discussions, reports on articles read in periodicals and newspapers, and short speeches. *Prerequisite: FRN 201 or permission of department chair*

### 304              **Advanced French Grammar and Composition** (3)

An advanced course in contemporary written French. Grammatical concepts and the linguistic means available for their expression will be developed through frequent compositions and critiques with emphasis on stylistic devices. *Prerequisite: FRN 203*



**305 French Culture and Civilization (3)**

Contemporary French civilization has developed from traditional customs to the political, economic, cultural, and social issues of the present day. *Prerequisite: FRN 304 or permission of instructor*

**308 Teaching a Modern Foreign Language (3)**

A practical course concerned with the methods and theory of modern audio-lingual techniques in the teaching of foreign languages, including an overview of structural linguistics as the basis of these techniques. The areas of FLES, bilingual education, cultural context and programs, the effective use of language laboratories, and the integration of modern techniques with more traditional ones will be explored. *Prerequisite: French major or minor standing*

**311 Survey of French Literature I (3)**

General survey of French authors and literary forms from the late 11th century through the 18th century with attention to the literary trends, genres, and influences. Techniques of literary study and particularly "explication de texte." *Prerequisite: FRN 304 or permission of department chair*

**312 Survey of French Literature II (3)**

General survey of French authors and literary forms from the 19th and 20th centuries including the major romantics, realists, symbolists, novelists, and dramatists. Techniques of literary study and particularly "explication de texte." *Prerequisite: FRN 304 or permission of department chair*

**390/399 Special Topics in French Studies (3)**

Special topics courses are offered as electives on a cyclical basis and include such subjects as Business and Administrative French, French for Diplomacy and Political Science, Renaissance French Literature, French Drama, Black Literature in French, and Principles of Translation. A complete listing of possible special topics is available in the French Department.

**401 Introduction to Linguistics (3)**

Introduces the basic concepts of linguistics through readings in fundamental systems and theories. Emphasis is given to an analysis of the nature and structure of the French language based on phonological, morphological, and grammatical principles. *Prerequisite: FRN 304*

**404 Phonetics and Pronunciation (3)**

An introductory study of the French sound system incorporating articulatory and phonetic principles. Includes a study of phonemes and suprasegmentals. *Prerequisite: FRN 203*

**405 History of the French Language (3)**

Studies the evolution of the French language from its Latin origins up through the present day. *Prerequisite: FRN 304*

**470 Senior Seminar in French (3)**

The seminar participant conducts an intensive investigation of a specific topic in his/her area of concentration and presents a paper for open discussion and response. Faculty members assist as coordinators and resource consultants at seminar sessions. Attendance is required at all seminars. *Prerequisites: Senior status, French majors, permission of department chair*

**490/499 Independent Studies: Literature or Language (3)**

For the advanced student. Individual research and reports on areas of special interest not offered in the curriculum. *Prerequisites: Advanced standing, acceptance of project by a member of the staff, permission of department chair*

## SPANISH

In support of the University's mission to lead students to truth in all areas of living, the Spanish Department provides students with opportunities to learn, to speak, to understand, to read, and to write Spanish; to appreciate the culture, civilization, heritage, and literature of the Spanish-speaking countries; to explore ethnic backgrounds; to promote understanding between individuals and nations; and to develop their linguistic skills.

Besides taking courses in the Spanish language, literature, and civilization, the students may major or minor in Spanish in one of two options: 1) literature or 2) language.

### REQUIREMENTS FOR SPANISH MAJOR (CHOOSE 1 OR 2)

#### 1. Literature

Students must take a minimum of 33-36 semester hours. (100-level courses do not count towards the major.) The required courses are SPA 203 and 204, or 213; 241, 242; 300 or 321, 301, 302; 390; 411, 412; 490, and one elective.

#### 2. Language

Students must take a minimum of 30-33 semester hours. (100-level courses do not count toward the major.) The required courses are SPA 203 and 204, or 213; 241, 242; 300 or 321; 411; and elective courses to be approved by the department chair.

Majors are encouraged to spend a semester studying in Spain or in another Spanish-speaking country.

### REQUIREMENTS FOR DOUBLE MAJOR IN SPANISH AND SECONDARY EDUCATION

Students who select a double major in Spanish and Secondary Education are required to complete the following Spanish courses: SPA 203 and 204, or 213, 241, 242, 300, 301, 308, 321, 401, 411, and two Spanish electives. Students must also complete the requirements of the Secondary Education Department.

### REQUIREMENTS FOR SPANISH MINOR (CHOOSE 1 OR 2)

#### 1. Literature

Students must take a minimum of 18-21 semester hours. (100-level courses do not count towards the minor.) The required courses are SPA 203 and 204, or 213; 241, 242, 300 or 321, one course in Spanish literature, one course in Latin American literature.

## 2. Language

Students must take a minimum of 18-21 semester hours. (100-level courses do not count towards the minor.) The required courses are SPA 203 and 204, or 213; 241, 242, 300 or 321, one course in literature, and one elective.

### COURSES

### CREDITS

#### **101-102    Practical Spanish I, II** (3),(3)

The aim of these courses is to facilitate the use of the Spanish language of the street, home, and other areas of everyday life. Emphasis is on building a useful vocabulary and the ability to function in a Spanish-speaking country.

#### **103-104    Spanish for Correctional Officers I, II** (3),(3)

The purpose these courses is to provide Correctional Officers with practical linguistic and cultural knowledge to enable them to communicate effectively with inmates who speak only Spanish.

#### **105-206    Spanish for Nurses and Medical Personnel I, II** (3),(3)

The aim of these courses is to provide those pursuing a medical career the opportunity to learn Spanish. The courses deal with the daily requirements of work and provide opportunities to develop the ability to communicate with clients who speak only Spanish.

#### **107-108    Spanish for Social Workers I, II** (3),(3)

These courses provide the opportunity to learn Spanish for those interested in pursuing a career in social work. The courses deal with the daily requirements of people needing social assistance who speak only Spanish.

#### **109-110    Spanish for Law Enforcement Officers I, II** (3),(3)

These courses provide the opportunity to learn the Spanish necessary to deal with the requirements of police work and to develop the ability to communicate with people who speak only Spanish in relation to constitutional rights, infractions of the law, and fines. General information, directions, and first aid will be included.

#### **111-112    Elementary Spanish I, II** (3),(3)

Courses for those who have not previously studied Spanish. They provide opportunities for the development of the fundamental skills: reading, speaking, listening, and expression.

#### **203-204    Intermediate Spanish I, II** (3),(3)

Courses for students who have pursued Spanish in high school. The aim of these courses is to consolidate previous language study into a functional body of knowledge, supplementing the review of Spanish grammar with cultural reading, increased oral proficiency, and writing skills.

#### **207        Spanish for Business and Industry I** (3)

The aim of this course is to facilitate the use of the Spanish language in commerce, banking, tourism, and other businesses. Emphasis is placed on economic, managerial, and technical terms most likely to be met in dealing with international markets. *Prerequisites: SPA 111, 112 or permission of instructor*



- 213      Advanced Spanish Grammar** (3)  
Course in the intensive study of the structure of the Spanish language.  
*Prerequisites: SPA 111, 112 or equivalent*
- 241-242      Conversation, Composition, and Reading I, II** (3),(3)  
These courses provide opportunities to further skills in comprehension, conversation and composition. *Prerequisites: SPA 111, 112 or permission of instructor*
- 300      Latin American Culture and Civilization** (3)  
A course devoted to the detailed study of the fundamental aspects of the historical, geographical, political, economic, social, and cultural expression of Spanish America from precolumbian times to the present. Lectures are supplemented by discussions and the presentation of related cultural materials, slides, tapes, records, and films. *Prerequisite: SPA 241*
- 301-302      Spanish Literature I, II** (3),(3)  
A course concerned with a panoramic history of Spanish literature. Students consider the development of literary movements through the centuries with attention to the principal authors, their works and influences. This course is open to majors, minors, and to other qualified students with superior linguistic preparation. *Prerequisite: SPA 242 or permission of instructor*
- 308      Teaching a Modern Foreign Language** (3)  
A practical course concerned with the methods and theory of modern audio-lingual techniques in the teaching of foreign languages, including an overview of structural linguistics as the basis of these techniques. The effective use of language laboratories and the integration of modern techniques with the more traditional ones will be explored. *Prerequisite: Spanish major or minor standing*
- 321      Spanish Culture and Civilization** (3)  
A course concerned with the study of geography, history, and economic life in Spain as it affects the literature, fine arts, and life of the people of Spain. Lectures are supplemented by discussions, and the presentation of related cultural materials, slides, tapes, records, and films. *Prerequisite: SPA 242*
- 322      Contemporary Life** (3)  
By means of periodicals, newspapers, magazines, and new books, the students engage in conversational Spanish and discussions of current events in the world. *Prerequisite: SPA 242*
- 340      Spanish Literature of the Nineteenth Century** (3)  
A course concerned with tracing the development of literary Romanticism, Realism, and Naturalism in nineteenth-century Spanish masterpieces. *Prerequisite: SPA 242*
- 360      Advanced Conversation** (3)  
This course is designed to provide students and prospective teachers of Spanish greater facility in both oral and written Spanish. Oral comprehension and fluency of expression will be developed through group discussion, taped interviews, and literary recordings. *Prerequisite: SPA 242*

**390 Spanish Reading Seminar - Masterpieces (3)**

Masterworks of the major Spanish writers, including Poema de Mio Cid, Libro de Buen Amor, Libro del Conde Lucanor, la Celestina, el Quijote, and others are studied. *Prerequisite: SPA 242*

**399 Special Topics (3)**

These courses offer the opportunity for in-depth study of an area determined by student interest. *Prerequisite: Permission of instructor*

**400 Literature of the Golden Age (3)**

A course concerned with the chronological study of the prose, poetry, and drama of Spain's classical period. A study of the major authors and their works with extensive reading of their works is required.

*Prerequisite: Junior/Senior standing*

**401 Introduction to Linguistics (3)**

Introduces the basic concepts of linguistics through readings in fundamental systems and theories. Emphasis is given to an analysis of the nature and structure of the Spanish language based on phonological, morphological, and grammatical principles. *Prerequisites: SPA 241 and 242*

**410 Contemporary Spanish Literature (3)**

A course concerned with a study of the principal currents and tendencies of contemporary Spanish literature beginning with the Generation of '98 and the Modernist Movement to the present day. *Prerequisite: Junior/Senior standing*

**411-412 Spanish American Literature I, II (3),(3)**

A course concerned with a study of the literature of Spanish America, its general structure and trends, including the major writers from the colonial period to the present. *Prerequisite: Junior/Senior standing*

**490 Senior Seminar (3)**

*Prerequisite: Senior standing*

## OTHER MODERN LANGUAGES

Opportunities are provided for course work in German, Italian, and Portuguese. Latin, Japanese, and Russian will be offered when interest warrants.

### GERMAN

### CREDITS

#### **111-112 Elementary German I, II**

**(3,3)**

This is a concentrated two-semester course stressing the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. *GRM 111 Prerequisite: no prior German. GRM 112 Prerequisite: GRM 111 or 1 yr. H.S. German*

### ITALIAN

#### **111-112 Elementary Italian, I, II**

**(3,3)**

This is a concentrated two-semester course stressing the development of the four basic skills: reading, writing, speaking, and listening. The grammar necessary for spoken and written expression is also studied. *ITL 111 Prerequisite: 1 yr. H.S. Italian. ITL 112 Prerequisite: 2 yrs. H.S. Italian*

### PORTUGUESE

#### **111-112 Elementary Portuguese I, II**

**(3)**

This is a concentrated two-semester course stressing the development of the four basic skills: listening, speaking, reading, and writing. The grammar necessary for spoken and written expression is also studied. *PTG 112 Prerequisite: PTG 111 or 1 yr. H.S. Portuguese*

# MUSIC

*Chair:* Peter Davis, M.Mus.

The Music Department contributes to the general mission of the University by bringing students into contact with their rich cultural heritage of music.

The department curriculum is divided into three areas: Music History and Theory (MSC); Instruction in Voice or Instrument (MSI); and Performance (MSP). All the courses in the curriculum have an important goal: the awakening of the student's understanding and enjoyment of music. At the same time, each course also tries to sharpen the student's critical sense. This is accomplished by investigating that special quality and value found in good music and by performing such music at concerts. The department offers a range of private instruction in voice and instruments. For more information, consult the fall and spring course listings.

## REQUIREMENTS FOR A MUSIC MAJOR

Music major courses, especially music lessons, must be started as early as possible, preferably the freshman year. In order to major in Music, a student must first be interviewed and accepted by a designated member of the faculty. A minimum of forty-one credits in music is required, and the student's program must be approved in advance by the department. The required courses are as follows:

*Theory:* Theory I, II, and III (MSC 211, 212, 300); Analysis (MSC 301); a minimum of three credits in advanced theory (for example, MSC 401 Orchestration, MSC 403 Composition, and MSC 405 Conducting).

*History:* A minimum of three credits approved by the Music Department.

*Music Lessons:* Individual music lessons in the student's principal instrument or in voice (MSI courses at the 100-, 200-, and 300-levels) - twelve credits. Individual music lessons in a secondary area — two credits.

*Major Recital:* MSI 400 - no credit. A student may substitute a senior thesis or composition for MSI 400. A detailed proposal must be submitted to the Department and approved by it.

*Ensembles:* MSP courses — six credits.

*Electives:* Three credits.



All students majoring in Music are required to perform in a department ensemble every semester and to attend music department meetings and seminars. The following courses will not be counted toward a Music major: MSC 111, all MSI courses which are classes, and all courses with numbers beginning with zero. If a course is offered jointly by the Music Department and another department, only half of the credits may be counted toward the major.

## **REQUIREMENTS FOR A MUSIC MINOR**

In order to minor in Music, a student must first be interviewed and accepted by a designated member of the faculty. The student must take eighteen music credits, approved in advance by the department and distributed as follows: Theory I and II (MSC 211, 212), individual music lessons (MSI courses), performing ensembles (MSP courses), and Music History.

The following courses will not be counted toward a Music minor: MSC 111, all MSI courses that are classes, and all courses with numbers beginning with a zero. If a course is offered jointly by the Music Department and another department, only half of the credits may be counted towards the minor.

## **MUSIC HISTORY AND THEORY**

### **100 Masterpieces of Music (3)**

A course designed to develop an understanding of the art of music. A limited number of complete works is studied from various aspects, such as their structure, style, and place in cultural history. A "masterpiece" in this course can be a folk tune, a symphony, or a popular song. This course goes up to the twentieth century and includes jazz. No previous musical background required.

### **/Art 105 Style in Art and Music (3)**

A study of the interaction between art and music during various historical periods.

### **111 Essentials of Music Theory: An Introduction to Notation (3)**

Rudiments of musical notation, scales, intervals, and harmony. Work in sight-singing and dictation. Primarily intended for the student who wants to learn the basic principles of musical notation. A musical background is not required.

### **211 Theory I (3)**

A practical study of harmony, counterpoint, and other aspects of music theory. A course designed to improve a student's musicianship through ear-training, sight-singing, and dictation. Work in composition. *Prerequisite: MSC 111 or at least some musical background, such as piano lessons*

### **212 Theory II (3)**

A continuation of Theory I. *Prerequisite: MSC 211 or permission of the instructor*

- 203 Theory Lab (1)**  
Additional practice in sight-singing and dictation. The work of the course is coordinated with material learned in theory classes. This course may be taken more than once. *Prerequisite: Department permission*
- 215 American Music (3)**  
An overview of the major developments of music in the United States and the Americas from the seventeenth century to the present. The course covers popular music as well as works for the concert hall.
- 220 History of Music through 1750 (3)**  
A study of Western European music from the earliest known examples to Johann Sebastian Bach (1685-1750); consideration of the cultural and political background in which this music was written. The Medieval, Renaissance, and Baroque periods are covered.
- 221 Bach to Rock: Music from 1750 to the Present (3)**  
A survey of Classical, Romantic, and modern music; consideration of the cultural and political background in which this music was written. The history of musical styles from the last days of J. S. Bach to the Rock phenomenon.
- 230 Twentieth-Century Classical and Popular Composers (3)**  
A study of the important composers who have shaped the music of this century.
- 242 The Oratorio (3)**  
A survey of the oratorio from the seventeenth century to the twentieth. Emphasis on the oratorios of Handel, Haydn, and Mendelssohn.
- 245 Opera (3)**  
A survey of opera from its beginnings to the twentieth century. Emphasis on the operas of Monteverdi, Handel, Mozart, Verdi, Wagner, and Puccini.
- 246 Music and the Stage (3)**  
The role of music in the theater. Opera, musical comedy, ballet, incidental music are studied.
- 300 Theory III (3)**  
Advanced harmony, counterpoint, and ear-training for the music major; chromaticism; work in composition. *Prerequisites: MSC 201, music major*
- 301 Analysis (3)**  
A study of musical forms from the medieval period to the twentieth century. *Prerequisites: MSC 212, music major*
- 351 Music for Young Children (1-3)**  
This course covers topics and methods of utilizing music throughout the Early Childhood curriculum. Emphasis is placed upon planning curriculum and instructional technique. *Prerequisite: Acceptance into the Early Childhood Education Department*

## 401 Orchestration

(3)

Techniques in scoring for orchestra, band, and ensembles. Idiomatic writing for instruments; score reading. *Prerequisite:* music major and department permission

## 403 Composition

(3)

Original work in various techniques of musical composition. *Prerequisite:* music major and department permission

## 405 Conducting

(3)

The techniques for directing a chorus or instrumental ensemble. *Prerequisite: music major and department permission*

## 497-499 Independent Study

(1-3)

Supervised study. Advanced work in music. *Prerequisite:* Permission of the department chair

## MUSIC INSTRUCTION: VOICE AND INSTRUMENTS

## Classes

Designed to introduce students with little or no experience to the fundamentals of voice or an instrument. Students who wish to study voice or an instrument must begin with class instruction (MSI 120-6) if they do not have any musical background. Open to all students. No audition is required.

## MSI 120 Voice class

(1)

## MSI 121 Piano class

**MSI 122**     **Guitar class**

**MSI 123    Woodwind class**

## MSI 124 String class

## MSI 125 Brass class

**MSI 126 Percussion class**

*Prerequisite: Students in Guitar, Woodwind, String, and Brass classes must bring their own instruments. Rental information is available. Extra fee.*

## INDIVIDUAL INSTRUCTION

The University offers private lessons in Voice, Piano, Guitar, Bass Guitar, Flute, Clarinet, Oboe, Bassoon, Saxophone, Violin, Viola, Violoncello, Double Bass, Trumpet, French Horn, Trombone, Tuba, Percussion, and Organ. See the fall and spring brochures for the course numbers of these lessons and the number of credits. Courses may be taken more than once, with permission. Prerequisites for MSI 150-167: department permission. Extra fee. *Prerequisites for MSI 250-367: Student must fulfill the department requirements for recitals and receive permission of the Department Jury to register. Extra Fee.*

**MSI 400 Major Recital** (0)

## PERFORMING ENSEMBLES

**MSP 241 Jazz Combo** (1)

Provides performing experience in a small jazz ensemble. Open to all students. *Prerequisite: Interview. Extra fee.*

**MSP 243 Concert Band** (1)

Rehearsal and performance of band repertoire. Open to all students. *Prerequisite: Interview. Extra fee.*

**MSP 244 Guitar Ensemble** (1)

*Prerequisite: Interview. Extra fee.*

**MSP 245 Woodwind Ensemble** (1)

Chamber ensemble for woodwind instruments. *Prerequisite: Interview. Extra fee.*

**MSP 246 Flute Ensemble** (1)

*Prerequisite: Interview. Extra fee.*

**MSP 247 Brass Ensemble** (1)

*Prerequisite: Interview. Extra fee.*

**MSP 249 Chamber Orchestra** (1)

Rehearsal and performance of repertoire for small orchestral ensemble. Open to all students. *Prerequisite: Interview. Extra fee.*



**MSP 253 Concert Choir**

(1)

Works studied and performed are drawn from choral literature for more experienced singers. *Prerequisite: Interview. Extra fee.*

**MSP 353 Women's Chamber Chorus**

(1)

Music performed is drawn from the classic and contemporary repertoire for small choral ensembles. *Prerequisite: Interview (women). Extra fee.*

**MSP 354 Men's Chamber Chorus**

(1)

Music performed is drawn from the classic and contemporary repertoire for small choral ensembles. *Prerequisite: Interview (men). Extra fee.*

**MSP 363 Madrigal Chorus**

(1)

A small group of experienced men and women singers who perform the madrigal literature of the fifteenth and sixteenth centuries, as well as contemporary works. *Prerequisite: Interview. Extra fee.*

# NURSING

*Chair:* Eileen Donnelly, Ph.D.

The Sisters of Mercy, founders of Salve Regina University, established the Department of Nursing in 1948. This historical event was in accord with their public commitment "to develop a global perspective of the works of Mercy, to seek to relieve misery and to address its causes, to embrace education at all levels, and health care in all its forms, and to promote the furtherance of social, political, economic, and spiritual well-being."

The Department of Nursing's overall objective is to prepare practitioners of Nursing to meet society's need for quality health care and services. The curriculum plan provides the opportunity for the academic achievement of the Bachelor of Science Degree with a major in Nursing. All students choosing the Nursing Major are admitted to the University as candidates for a Baccalaureate Degree, in accordance with the overall University policies. In addition, students must have a high school or college course in chemistry. As freshmen these students enroll in the Department's first required course in the major, which is NUR 120. The curriculum of the Department of Nursing is designed to prepare students who demonstrate acceptable achievement in the cognitive, psychomotor, and affective behaviors essential to the practice of Nursing to assume a fundamental as well as a leadership role in the delivery of health care. Students are also expected to be self-directed and committed to lifelong learning.

## **REQUIREMENTS FOR NURSING MAJOR:**

Courses offered in the Nursing Major are divided into Lower Division courses and Upper Division courses. Required Nursing courses in the Lower Division are NUR 120-121, 122-123, 220-221, and 222-223. These courses and a passing grade in the comprehensive examination in Nursing are required prior to enrolling in Upper Division courses. Required Nursing courses in the Upper Division are NUR 300, 320, 321, 322, 323, 324, 420, 421, 422. Courses from other disciplines prerequisite to or concurrent with Lower Division Nursing courses are BIO 205, 206, 210; MGT 140, 141; PSY 100, 200, 280; and SOC 110. The courses which are prerequisite to or taken concurrently with Upper Division Nursing courses are a Science elective and Statistics 201. In addition students majoring in Nursing must complete all the general education requirements of the University.

A student completing all the required Nursing courses in the Lower Division, as well as prerequisites to these courses and the general education requirements of the University is educated as an Associate Nurse. A student completing all the required Nursing courses in the Upper Division, as well as prerequisites to these courses and the general education requirements of the University, is educated as a Professional Nurse. Due to the specific design of the curriculum, students successfully completing all the Lower Division courses and passing the comprehensive exam in Nursing, as well as the courses from the other disciplines required in that division have the option to file for the Associate of Science degree and/or continue to the Upper Division. Upon completion of the Upper Division courses in Nursing, and the prerequisite courses and the general education requirements of the University, students are awarded the B.S. degree with a major in Nursing and are eligible to advance directly to graduate education in Nursing. Registered Nurses who wish to earn a B.S. degree with a major in Nursing are admitted to the University in accordance with the University's overall policies for transfer students. All students should refer to the Nursing Department Student Handbook for further clarification of University and department requirements.

### COURSES

### CREDITS

#### **120-121    Nursing I**

**(8)**

The student is introduced to basic concepts and skills for nursing practice. Using Maslow's hierarchy of needs as a framework, students will utilize the nursing process to identify and meet basic human needs. Nutrition, pharmacology, and math for drugs and solutions concepts are incorporated into the course. *Prerequisites: Acceptance into the Nursing Department. BIO 205 and MGT 140 or concurrently enrolled*

#### **122-123    Nursing II**

**(8)**

Building on the concepts and skills learned in Nursing I, the student continues to develop a foundation for nursing practice by analyzing the Nursing process. The clinical practicum focuses on the care of patients in structured health care settings. *Prerequisites: NUR 120-121; BIO 206 and MGT 141 or concurrently enrolled*

#### **220-221    Nursing III**

**(8)**

The student will apply the nursing process to the care of families in the childbearing and childrearing phases of development. Emphasis will be on concepts and principles related to normal changes associated with developmental phases as well as deviations from normal. The clinical practicum in a structured health care setting will provide opportunity for the student to demonstrate application of the theoretical content. *Prerequisites: NUR 122-123; PSY 100; EDC 230 or concurrently enrolled*

**222-223 Nursing IV (8)**

The student will incorporate the content of Medical/Surgical and Psychiatric/Mental Health in the application of the Nursing process in caring for patients with common complex alterations in physical and mental health. The clinical practicum focus is on caring for patients with common complex alterations in physical and mental health in structured health care settings.

*Prerequisites:* NUR 220-221; PSY 280, and SOC110, or concurrently enrolled

**300 Nursing Research (3)**

A basic understanding and appreciation for the research process in professional nursing is provided as it relates to nursing practice and consequent improvement of health care. Concepts relative to the principles of scientific inquiry will be discussed. The student is aided in gaining information to critique selective nursing research studies and discuss their application to nursing practice.

*Prerequisites:* Junior standing or permission of instructor. Successful completion of the comprehensive exam

**320 Professional Nursing (3)**

The student is provided the opportunity for in-depth investigation of the historical development of nursing as a profession. The evolving role of professional nursing as an essential component of the health care delivery system is critiqued through investigation of nursing literature. The influence of nursing education theories and research on the development of professional nursing are identified. The impact of current issues and future trends in the health care delivery system on professional nursing are discussed. *Prerequisites:* NUR 222-223, and 300, or concurrent enrollment

**321 Physical Assessment (4)**

The student will utilize didactic instruction and supervised practice opportunities to develop skills in physical assessment of the adult client. The student will build on previously acquired knowledge while learning to use advanced communication and examination techniques to accomplish an in-depth assessment of the primarily well adult. A variety of learning modalities will be utilized in order to enhance the student's ability to describe normal findings, to identify abnormal findings which indicate need for follow-up and/or referral, and to define health and developmental problems. *Prerequisites:* NUR 320 or concurrent enrollment

**322 Selected Nursing Problems I (4)**

The focus of this course is to provide the student with the increased depth and breadth of knowledge required to provide comprehensive nursing care to the adult with a complex acute or chronic illness. The clinical component is comprised of a variety of acute and/or chronic care settings in which the student will develop and refine skills necessary to practice in today's health care environment. Complex pathophysiological concepts will be discussed with emphasis on the impact of these changes on the adult/family and his/her/their lifestyle. *Prerequisites:* NUR 321 or concurrent enrollment



**323 Community Health Nursing (4)**

The focus of this course is the promotion of the health of communities, through primary, secondary, and tertiary prevention of health problems of populations and the application of the nursing process to various populations. Nursing care is provided to individuals, families, and groups interacting within the context and framework of the community. Principles and concepts of community health nursing and public health theory are applied to promote and maintain the health of population groups. *Prerequisite: NUR 322*

**324 Gerontological Nursing (4)**

This course provides the student with the opportunity to utilize the nursing process for aging clients and their families experiencing simple to complex alterations in health in a variety of settings. A comprehensive theoretical framework for gerontological nursing practice is presented to the student. Selected clinical experiences in a variety of settings enable the student to manage nursing care for both sick and well "elders." *Prerequisite: NUR 322*

**410-411 Concepts and Principles of Nursing V (8)**  
**(Not available after Fall 1994)**

This course provides the student with the opportunity to utilize the nursing process in the provision of care to adult clients and families experiencing complex health alterations in selected acute care and community settings. Students analyze the concepts of early to middle adults as individuals interacting and adapting to a variety of stressors in order to maintain wellness on the health continuum. In addition, the student, building upon prior learning, is guided in the development of leadership skills and the exploration of professional issues that impinge upon contemporary and future society. *Prerequisites: Department Admit Card and NUR 312*

**412-413 Concepts and Principles of Nursing VI (8)**  
**(Not available after Spring 1995)**

This course provides the student with the opportunity to utilize the nursing process in the provision of care to older adult clients and families experiencing complex and rehabilitative health alterations in selected acute care and community settings. Students analyze the concept of older adults as individuals interacting and adapting to a variety of stressors in order to maintain wellness on the health continuum. In addition, the student expands upon prior learning and, under faculty guidance, functions in the multiple roles (such as teacher, practitioner, advocate, liaison, change agent) assumed by the professional nurse in the delivery of health care to clients in contemporary society. *Prerequisites: Department Admit Card and NUR 411*

**420 Selected Nursing Problems II (4)**

The student addresses selected health problems and issues as they relate to the family: mother, father, neonate, child, and adolescent. Problems focus on the individual as well as on their impact on the family. The clinical practicum includes experiences with family members in acute care, outpatient facilities, and community settings. The student arranges clinical placements on an independent basis with the instructor. *Prerequisite: NUR 323 or 324*

**421 Professional Nursing Practice (4)**

In consultation with the faculty the student selects a specific area of nursing for in-depth theoretical investigation and advanced nursing practice. *Prerequisite: NUR 420*

**422 Nursing Leadership/Management (3)**

Students are provided with the opportunity to investigate the concepts of nursing management/leadership and to apply these concepts to the role of the nurse manager in a variety of settings. It will include a detailed discussion of goals and objectives; structures of the Nursing Services Department; staffing and scheduling of personnel; budgeting; performance appraisal; recruitment and selection of employees, and the legal and ethical issues related to nursing management. *Prerequisite: NUR 421 or concurrently enrolled*

**499 Independent Study (3)**

A matriculated student wishing to pursue an independent study for academic credit should contact an instructor for discussion of the proposal. A description of the independent study proposal with signatures of the student, instructor, and the respective department chair must be sent to the Academic Dean, Registrar, and the Dean of Faculty no later than the last day of late registration. Forms for independent study arrangements are available in the Registrar's Office.

# PHILOSOPHY

*Chair:* Lois Eveleth, Ph.D.

Philosophy, or "the love of wisdom," embraces a number of diverse traditions from both the West and the Orient. This enriching diversity does not, however, prevent the discipline of philosophy from being not only reconcilable with the mission and goals of Salve Regina but even allows it to be sensitive to, and supportive of, the Roman Catholic character of this university's heritage. The Philosophy curriculum seeks to introduce students to representative philosophical issues in human life and to cultivate in them a capacity to apply philosophical methods to intellectual, moral, and social problems. The Philosophy Department strives to encourage in each student a critical mind, a balance of analytic and interpretive abilities, a capacity for the imaginative development of abstract formulations and their concrete application in human society.

## REQUIREMENTS FOR THE PHILOSOPHY MAJOR

Minimum 30 semester hours including seven required courses: PHL 151, 152, 160, 250, 260, 352, 360; plus three upper level electives approved by the chair.

## REQUIREMENTS FOR THE PHILOSOPHY MINOR

Minimum 18 semester hours including two required courses: PHL 151, 152; plus four upper level electives approved by the chair.

## COURSES

## CREDITS

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                        |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------|
| <b>100</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Introduction to Philosophy</b>      | <b>(3)</b> |
| An initiation into the major themes, sources, procedures, and modes of articulation in the area of philosophical inquiry as presented in the Western and Eastern tradition.                                                                                                                                                                                                                                                                                                                                                                  |                                        |            |
| <b>120</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Logic: Understanding Arguments</b>  | <b>(3)</b> |
| An introduction to critical thinking and ways of argumentation in various contexts. This is a course primarily in informal logic but will contain the basic formal foundations. Examination of the structure of valid and sound arguments, including the analysis of common fallacies. Material will be taken from contemporary sources as it applies to various academic fields. Computer disk exercises will also be used. Students are expected to present samples of coherent arguments in the area of their interest and concentration. |                                        |            |
| <b>151</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>History of Western Philosophy I</b> | <b>(3)</b> |
| A survey of major themes, thinkers, and schools in the Western tradition, from pre-Socratics to the early moderns.                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        |            |

- 152 History of Western Philosophy II (3)**  
A survey of the major themes, thinkers, and schools in the modern and contemporary periods.
- 160 History of Oriental Philosophy and Religion (3)**  
A study of the major oriental philosophical and religious traditions, including Yoga, Jainism, Vedanta, Buddhism, Lamaism, Taoism, and Zen Buddhism. Attention will be paid to the contrast and continuity with the Western tradition. Introduction to Yoga postures and Indian techniques of concentration and meditation.
- 200 Philosophy of Culture (3)**  
A comparative study of the self-image of humanity as expressed in myths, symbols, and rituals of various ethnic cultures. Special emphasis will be placed on one particular contemporary culture in order to determine the role played by ethnicity in modern political life.
- /POL 201 Political Philosophy I (3)**  
A survey of the development of political philosophy from Plato through Machiavelli. Emphasis is placed on the value system from which the differing political solutions emerged.
- /POL 202 Political Philosophy II (3)**  
An examination of the political thought which seeded the modern nation-state. The political crises of the contemporary world and the proposed political solutions by theorists from the seventeenth through the twentieth century are focuses of consideration.
- 230 Philosophy of Nature (3)**  
An introduction to the foundations of scientific theories, the nature of scientific revolutions, the role of models and paradigms, and the relevance to the self-understanding and personal orientation. *Prerequisite: General Requirement in Science*
- 240 Philosophy of Law (3)**  
A study of some philosophical contributions both to conceptual clarification and to policy elucidation in the legal practice. Topics examined from a variety of sources including the theories of punishment, legal responsibility and obligation, civil disobedience, law-morality interaction, and the nature of law. *Prerequisite: PHL 100 or 120 or ADJ 100*
- 250 Introduction to Metaphysics (3)**  
An introduction to the major themes of the Western metaphysical tradition: being, time, space, identity, and mind, and God. *Prerequisite: PHL 120*
- 260 Ethics: Freedom and Necessity (3)**  
Exploration of the anthropological and historical foundation of morality in the dialectical tension of freedom and necessity, the structure of the art-science of ethics, of moral judgment, of the challenge of unpredictability in the human condition. Special attention will be paid to the phenomenon of lying, cheating, stealing in their various forms and shades, both from the perspective of the victim and of the perpetrator and from the effects on the society at large. *Prerequisite: PHL 120 or RST 120*



**300            Philosophy of Imagination: Dream Symbolism            (3)**

An examination of dream images in the light of recent discoveries of depth psychology and as related to the philosophy of symbolic forms.

**/ENG 320    Philosophy of Literature            (3)**

This course examines the ways in which philosophical ideas are expressed in literature. This involves readings of philosophical and literary texts from the same period to see how particular themes appear simultaneously in these two areas. The purpose of this approach is to show how philosophical inquiry is integrated in the cultural life of the Western tradition. *Prerequisites: PHL 120 or ENG 101 and 102, or ENG 201*

**340            American Philosophy            (3)**

An investigation of those philosophical schools and dominant ideas which have proved significant in the U.S.A. Examining political, literary, historical, and philosophical material, this course surveys influential ideas from the seventeenth to the twentieth century. *Prerequisite: PHL 120*

**/ART 352    Philosophy of Beauty: Aesthetics            (3)**

Theories of art from Plato to Heidegger; psychological and social factors are examined in the light of ancient and contemporary concepts. *Prerequisite: PHL 100*

**360            Theory of Knowledge            (3)**

An inquiry into the human capacity to know. Sensation, perception, intuition, imagination, understanding, and reason are all examined as potential sources of human cognition. A wide range of philosophers are drawn upon in the individual inquiries into these cognitive faculties. *Prerequisite: PHL 120*

**390            Special Topics            (3-6)**

**399            Independent Study            (3-6)**

**400            Philosophy Seminar            (3-6)**

# PHYSICAL EDUCATION

*Chair:* George Andrade, Jr., M.P.A.

While the University does not offer a major or minor field of concentration in Physical Education, the courses offered provide an opportunity for personal development through sports and varied types of physical activities and a means of acquiring basic skills and knowledge of various sports and formal exercise.

Only four (4) Physical Education credits may be applied toward a Bachelor's degree; only two (2) may be applied toward an Associate Degree.

## COURSES

## CREDITS

### **111-412 Golf (1)**

This course is designed for individuals interested in developing a greater understanding of the game of golf. The course will cover golf techniques, equipment, terminology, course etiquette, and safety. Students will practice their shotmaking at a local golf course.

### **121-422 Archery (1)**

This course introduces the student to the proper techniques and skills of archery. Actual target practice will be a major part of the course once fundamentals are covered. Bows and arrows will be provided. Safety will be stressed at all times.

### **123-424 Ice Skating (1)**

Basic ice skating techniques and maneuvers are taught in this course. Ice time is rented at a local ice rink for instruction. Students must provide their own skates.

### **125-426 Fencing (1)**

The fundamental techniques and skills of fencing will be taught. A foil and protective equipment will be provided each student.

### **129-230 Swimming (Beginner) (1)**

Instruction by a certified teacher will be given in basic swimming techniques and safety. Course content will include floating, treading water, American crawl stroke, side stroke, and back stroke. All instruction will be conducted at a local indoor pool.

### **131-432 Aerobic Exercise (1)**

This course consists of high-energy exercises and uses the aerobic concept to promote physical fitness.

### **133-434 Jogging (1)**

Course is designed to teach the proper techniques of jogging and to help the student formulate a jogging and fitness program. An active jogging program will be prescribed for each student during the course.

- 135-436 Total Body Workout (1)**  
Course is designed for individuals interested in developing a pattern of physical exercises relating to good health. Specific muscles are exercised.
- 137-438 Physical Conditioning and Weight Training (1)**  
This course stresses the importance of physical fitness. Routines and exercises needed to attain physical fitness for a healthful lifestyle will be taught. Weights will be used as an adjunct activity.
- 139-440 Aerobic Dance (1)**  
This is an aerobic conditioning course that incorporates dance steps in the exercise session.
- 141-422 Recreational Activities (1)**  
Various recreational activities will be offered depending upon the season and availability of services. Specific activities will be listed in the registration booklet prior to each semester. Activities may include windsurfing, skiing, canoeing, volleyball, and Irish Dance.
- 145-246 Sailing (Beginner) (1)**  
The course will consist of classroom and water activities. It is designed for students interested in the fundamentals of sailing.
- 150 Self-Defense and Conditioning (1)**  
This course is designed to help the interested student develop practical self-defense skills through the use of techniques and physical exercise.
- 152 Entry Level Scuba Training For Recreational Diving (1)**  
Basic skills and knowledge needed to participate in recreational sport diving will be taught. Topics will include diving equipment, underwater adaptation, communications, dive planning, boat diving, health for diving, and aquatic environment. Aquatic skills will be developed at a local pool. Certification optional after completion of five open-water training dives.
- 155 Horseback Riding (1)**  
Students are divided into three basic groups — beginner, intermediate, and advanced riders—according to their ability and experience. All instruction and riding are done at a local equestrian center.
- 161-262 Tennis (Beginner) (1)**  
Instruction will be given in the basic skills and knowledge needed for an understanding and enjoyment of recreational tennis.
- 167-468 Squash (1)**  
Basic instruction will be given in the game of squash as recreation. Local indoor squash courts will be utilized during this course.
- 171-472 Racquetball (1)**  
Basic skills and knowledge needed to enjoy racquetball as a recreational sport will be taught.

Course is designed to teach the proper techniques of bowling. All instruction will be done at a local bowling alley.

This course is a continuation of the beginning sailing course. The course is for those students who have grasped the fundamentals of sailing and wish to continue to more advanced techniques.

Instruction by a certified teacher will be given in intermediate swimming techniques. Course content will include breast stroke, butterfly stroke, advanced maneuvers, and diving. All instruction will be done at a local indoor pool.

Advanced techniques of sailing will be covered in this course. Sail trim, boat trim, and speed sailing will be taught.

Basic instruction will be given in musical recognition, rhythm, posture, dance steps, lead and follow, and style.

This course is designed for individuals with a basic understanding of tennis skills. Instruction involving more advanced tennis skills and strategy will be given.

This course is designed for individuals with a basic knowledge of racquetball skills. Instruction will include advanced racquetball skills and strategy.



# POLITICS

*Chair:* Rosamond Ethier, RSM, D.A.

The department identifies with the mission of the University as it seeks to promote virtue, piety, and learning by enabling students to evaluate their personal and collective goals in light of moral and political principles. The curriculum of the department focuses upon the environments of America and of the world. Multiple perspectives enable prejudices to be minimized and objectivity to be maximized.

The department offers courses leading to a major or minor in Politics. Transferring students may apply only two transferred politics courses to a Politics major or minor at the University.

## REQUIREMENTS FOR THE POLITICS MAJOR

Minimum number of credits required: 30 semester hours.

- POL/PHL 201 Political Philosophy I
- POL/PHL 202 Political Philosophy II
- POL 372 Seminar in Research and Methodology
- POL 400 Guided Research (taken by senior majors in the final semester)
- Six (6) elective politics courses approved by the department chair.

## REQUIREMENTS FOR THE POLITICS MINOR

Minimum number of credits required: 18 semester hours.

- POL/PHL 201 Political Philosophy I
- POL/PHL 202 Political Philosophy II
- Four (4) elective politics courses approved by the department chair.

## COURSES

## CREDITS

### **105                      Survey of American Governments                      (3)**

A general survey of American governments at the federal, state, and local levels. Intended for the student not majoring in political science.

### **110                      Principles of Political Systems                      (3)**

An examination of the four critical problems found in all societies: the creation of common identity, the organization of effective instruments of power, the establishment of legitimate authority, and the production of goods and services. An analysis of how different types of political systems would handle these problems.

**/PHL 201 Political Philosophy I (3)**

A survey of the development of political philosophy from Plato through Machiavelli. Emphasis is placed on the value systems from which the differing political solutions emerged.

**/PHL 202 Political Philosophy II (3)**

An examination of the political thought which seeded the modern nation-state. The political crises of the contemporary world and the proposed political solutions by theorists from the seventeenth through the twentieth century are foci for consideration.

**210 Law and Society (3)**

A survey course of basic American legal concepts and principles as they apply to the everyday life of the citizen. Among the areas to be considered are legal reasoning, law and official discretion, law and values, law and conflicting interests, law and the popular will, and the role of the lawyer in the legal system and in social reform.

**212 Christianity and Politics (3)**

A general survey of the basic principles of political thought in Christian tradition. The principles are related to the present issues of America and other contemporary political communities.

**313 American National Government (3)**

An examination of the origins, development, and present status of political life in the United States at the national level. The structure, processes, and major issues are studied in both their historical perspective and contemporary importance.

**314 State and Local Government (3)**

A general introduction to the origins, development, functions, and present status of state and local government in the United States. Consideration is given to the structures, processes, and major issues in both their historical perspective and contemporary importance.

**316 Political Parties (3)**

The study of the history, functions, organizations, and methods of political parties. The nominations process, primaries and conventions, elections and voting behavior, the parties in Congress and the state legislatures, and proposals for party reform are discussed.

**318 State Government Internship (3)**

Individual assignment to state government personnel in accord with career goals and professional competencies. *Prerequisite: Prior or concurrent registration in POL314 and approval of department chair*

**/HIS 324 American Political Thought (3)**

A survey of American political development from its origins in English liberalism to the progressive humanism of the twentieth century. By examining material from political and historical sources, this course surveys the dominant ideas of each epoch and the value systems that underpin them.

- 330      Politics of Development      (3)**  
An analysis of the concept of political development and its relationship to nation building. A case study approach is used with special focus upon the Third World.
- /HIS 331      Contemporary Latin America      (3)**  
Central and South America and the islands of the Caribbean are discussed in terms of economic development, political and social reform, the military elite and church-state relations.
- /HIS 332      Contemporary Middle East      (3)**  
The Middle East is examined as a problem area in international relations. Emphasis is placed upon problems of Arab nationalism, Arab unity, and the economic modernization of representative countries of the region.
- /HIS 333      Contemporary Africa      (3)**  
An interdisciplinary approach to the study of independent African states. Attention is given to the social, geographic, and economic settings, to colonial experiences, and to the contemporary political situation.
- /HIS 334      Contemporary East Asia      (3)**  
This study focuses on nations of East Asia in the context of their cultural/historical backgrounds and their response to Western impact. China and Japan receive special emphasis.
- 336      Political Communication and Public Opinion      (3)**  
The impact of public opinion on political decision-making and the influence of mass communications on policies and programs, external and internal, of the United States.
- 340      Comparative Government      (3)**  
An examination of case studies of political socialization and political culture. Emphasis is placed on political participation, interest groups and interest articulation, political parties and systems, policy-making and implementation.
- 372      Seminar in Research and Methodology      (3)**  
Methodological works appropriate to the field are examined, skills needed for research are developed, and practice in the selection of sources and materials is provided. *Prerequisite: Junior-level Politics majors*
- 399      Special Topics      (3)**  
Offered when interest is generated and department resources are available.
- 400      Guided Research      (3)**  
Directed research culminating in thesis development, its public presentation and defense. *Prerequisite: Senior-level Politics majors*
- 403      Constitutional Law and Development      (3)**  
Historical treatment of the establishment of the United States Constitution and its development to the present.

**404 Civil Liberties (3)**

A general review of civil liberties in the United States with special attention to issues related to racial discrimination, to freedoms of speech and press, and to national security programs.

**/HIS 412 Modern American Foreign Policy (3)**

An examination of America's role on the international scene in the twentieth century with an analysis of the interrelationship of domestic and foreign issues. Emphasis is given to the years of world leadership from World War II through the 1990s.

**413 International Relations (3)**

Origins, forms, and forces of the nation-state system, the conduct and practice of diplomacy, and analysis of contemporary problem areas ranging from interdependence and limits of growth to détente and multipolarity.

**414 International Organizations (3)**

A study of the historical bases for international organizations, analysis of the factors influencing their development, and an examination of their contemporary role. Special emphasis is given to the United Nations system and developments in regional organizations.

**416 Modern Ideologies (3)**

An examination of the literature and ideological foundations of Communism, Socialism, and Fascism. The concept of ideology is analyzed, and becomes the organizational principle of the readings.

**421 Congress and the Legislative Process (3)**

A study of politics and party formation in the American Congress. The course includes investigation into the process of congressional improvement and organization, decision making and leadership; and it explores the operation of the legislative party. Special emphasis is placed on the problems of the representative assembly in the twentieth century.

**/HIS 422 American Presidency (3)**

An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored.

**423 The American Judiciary (3)**

A study of the origins, growth, and scope of American legal institutions with emphasis on the role of the U.S. Supreme Courts in policy formation.



# PSYCHOLOGY

*Chair:* Anthony A. Walsh, Ph.D.

Psychology has a special appeal to many students. The members of the department know this discipline is uniquely attractive and strive to translate this into opportunities for personal growth and development.

The members of the department view psychology as an invaluable aid in the search for knowledge about human behavior and also as an important aid to the individual who is striving toward self-understanding and self-actualization. We believe that a person who understands human behavior well is a person who is more capable of self-fulfillment and better prepared to accept human diversity.

The challenge and interest of psychology lie in the opportunity it presents to students to understand themselves better, to grow as a result of the experience, and to gain a healthy respect for others. Psychology also offers the student an opportunity to study firsthand the multifaceted issues which bear upon the study and the understanding of the total human experience. These issues would include emotional and intellectual growth, developmental processes and changes throughout the life cycle, social forces affecting behavior, deviation from mental health, human cognition, the quantification and measurement of human behavior, how we learn, what physical factors affect our actions, and what it is that makes man unique in this world.

## **REQUIREMENTS FOR THE PSYCHOLOGY MAJOR OR MINOR**

Students considering the Psychology major or minor should contact the department early in their university career to discuss their long-term goals, suggested sequences for courses, and the departmental requirements. Students apply for admittance to the department after successfully completing PSY 100 with a minimum of a C. Transfers who have taken this course elsewhere must complete one elective Psychology course successfully with a C before applying for admittance.

It is expected that seniors who wish to graduate with either a major or minor in Psychology will have taken more than half of their Psychology courses at the University, 6 courses for majors, 4 courses for minors.

## REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

All majors must take the following required courses: PSY 100, 210 (or 230), 320, 430, and six additional PSY courses, at least three of which must be at the 300-level or higher (not counting PSY 490 or 499), for a total of 30 semester hours. Students contemplating graduate school should consult the Department Faculty early in their career to learn what additional courses may be recommended.

## REQUIREMENTS FOR THE PSYCHOLOGY MINOR

A student who wishes to minor in Psychology must take a minimum of 18 semester hours of course work.

### COURSES

### CREDITS

#### **100 Introduction to Psychology (3)**

This course is designed to provide the student with a general overview of this diverse field. It surveys such areas as basic research design and quantification in the behavioral sciences, growth and development, cognition and learning, motivation and emotion, personality and conflict, maladaptive behavior, adjustment, and mental health. This course is prerequisite for all further study in this department.

#### **200 Human Growth and Development (3)**

This course provides an interdisciplinary approach to the whole process of human growth from conception until death, exploring the physiological, emotional, cognitive, social, moral, religious, and total personality growth within each stage of the life span. Typical patterns of growth, motivation, and behavior, and the developmental tasks of each life stage are discussed. The roles of self-concept, self-esteem, and interpersonal relationships in personal development are explored. Barriers to human growth, such as substance abuse and STDs, are examined. *Prerequisite: PSY 100 before or concurrently*

#### **210 Child and Adolescent Development (3)**

This course provides an interdisciplinary approach to the whole process of human growth from conception through adolescence, exploring the physiological, emotional, cognitive, social, moral, spiritual, and total personality growth within each stage. Typical patterns of growth, motivation, and behavior, and the developmental tasks of each stage relative to childhood and adolescence are discussed. The roles of self-concept, self-esteem, and interpersonal relationships in personal development are explored. *Prerequisite: PSY 100*

#### **220 Child Development (3)**

Child growth from conception to adolescence is explored to gain an understanding of individual differences, healthy personality development, and maladjustment. Typical behavior patterns and common transient divergences from these patterns will be discussed with reference to their hereditary and environmental antecedents. *Prerequisite: PSY 100*

**230            Adult Development            (3)**

This course studies the experience of adulthood by examining the developmental tasks which are unique to different periods of life. It explores physical, emotional, social, cognitive, and intellectual development from the end of adolescence to old age. *Prerequisite: PSY 100*

**240            Cognitive Psychology            (3)**

This course examines contemporary research and findings in human cognition in regard to the higher mental processes of learning and memory, problem solving, concept formation, language development, thinking, imagery, attention, and pattern recognition. *Prerequisite: PSY 100*

**250            Social Psychology            (3)**

This course is designed to provide the student with a basic understanding of human social behavior. It focuses on such phenomena as person perception, social influence, self-justification, aggression, and prosocial behavior. Considerable emphasis is placed on the application of course material to "real-life" situations. *Prerequisite: PSY 100*

**260            Theories of Personality            (3)**

In this course, students will survey the most important theories of personality in contemporary psychology. The way each theorist views the structure, dynamics, and development of personality is emphasized to facilitate comparisons. Additionally, each theory will be evaluated as to its validity and the reasonableness of its underlying assumptions. Some discussion of applications is included. *Prerequisite: PSY 100*

**270            Contemporary Issues in Psychology            (3)**

This course investigates a topic of current interest in the field of psychology. The topics to be covered and the focus of the course will be specified at the time of registration. *Prerequisites: PSY 100 plus one additional PSY course or permission of the instructor. NOTE: For some courses offered under this title prerequisites may be different and will be published in the registration booklet.*

**280            Abnormal Psychology            (3)**

This course examines explanations of abnormal behavior and mental disorders both past and present. Topics include historical foundations, present-day theoretical perspectives, diagnostic and research techniques, signs and symptoms of mental disorders, and an in-depth exploration of several currently widespread conditions, including, but not limited to, the anxiety disorders, mood disorders, personality disorders, and schizophrenia. The current edition of the multi-axial Diagnostic and Statistical Manual of Mental Disorders, IV Edition (1994) will serve as the explanatory basis for the description and analysis of these dysfunctional conditions. *Prerequisite: PSY 100*

**300            Psychological Statistics            (3)**

This course is designed to prepare students to use statistics and its collateral tools to effectively describe, pictorially depict, analyze, and interpret the quantitative results of scientific investigations. Topics will include, but will not be limited to, descriptive statistics, graphic methods, inferential statistics, correlation, hypothesis testing, the analysis of variance, and factorial designs. *Prerequisites: PSY 100, STA 201, and one additional PSY course, or permission of the instructor.*



**320 Psychology of Learning and Behavior (3)**

This course is intended to help students master fundamental principles of learning and behavior. It focuses primarily on operant conditioning but also examines observational learning and respondent conditioning. It is anticipated that understanding the basic principles of these approaches will produce greater understanding of behavior across a wide variety of settings. *Prerequisite: PSY 100 and one additional PSY course, or permission of the instructor*

**330 Psychological Testing (3)**

This course is designed to familiarize the student with the various types of psychological tests, including, but not limited to, those of aptitude, achievement, personality, vocational interest, and intelligence, and their uses and limitations. Problems in measurement and the concepts of reliability and validity will be discussed. *Prerequisites: PSY 100 and one additional PSY course, or permission of the instructor*

**360 Brain and Behavior (3)**

The anatomical and physiological functioning of the nervous system and endocrine systems in humans are studied in reference to their relationship to behavior. The physiological and neural aspects of motivation, emotion, learning, sensation, and perception are emphasized. Some prior exposure to general biology is helpful but not required. *Prerequisites: PSY 100 plus one additional PSY course, or permission of the instructor*

**370 Psychological Research (4)**

This course introduces the student to methods of research in psychology with special emphasis on the experimental method. Students gain experience in all phases of scientific inquiry: developing hypotheses, conducting literature searches, designing experiments, analyzing data, and writing research reports. *Prerequisites: PSY 100, STA 201, and one additional PSY course, or permission of the instructor.*

**380 Contemporary Schools of Psychology (3)**

This course explores the ideas and theories of the principal representatives of the major schools of contemporary psychology. Students will be exposed to primary source material by such theorists as Freud, Skinner, and Rogers. *Prerequisites: PSY 100 plus one additional PSY course, or permission of the instructor*

**430 History and Systems of Psychology (3)**

This course surveys the major concepts and theoretical positions that have contributed to the emergence of psychology as a modern science. The development of Psychology is viewed in the broader context of the history of the behavioral and mental health sciences in general, with attention given to representative controversies and the inherent presuppositions of different psychological systems. *Prerequisite: Open to declared Junior or Senior Psychology Majors or permission of the instructor*



**490 Internship (3)**

The internship program offers the exceptional Junior or Senior Psychology Major an opportunity to gain valuable knowledge from a volunteer experience in a community setting where the principles of psychology are being applied. Students must establish their own connections with external agencies, arrange for supervision by a department faculty member, determine their objectives, and agree upon the criteria for grading BEFORE registering for this course. This course does not count toward the ten required for completion of the major. *Prerequisites: Junior or Senior standing and near completion of the requirements for the major (1 or 2 courses at most remaining)*

**499 Independent Study (3)**

This course is designed to permit advanced students to conduct independent study supervised by a member of the department faculty. Topics to be investigated, objectives to be met, and the criteria for grading must be prearranged during the semester prior to the one in which the study is to take place. Enrollment in this course requires the permission of both the Department Chairman and the Academic Dean. This course does not count toward the ten required for completion of the major. *Prerequisite: Junior or Senior standing and near completion of the requirements for the major (1 or 2 courses at most remaining)*

# RELIGIOUS STUDIES

*Chair:* Karen Dobson, Ph.D.

Considering religious studies an academic discipline, the department seeks to help students bring their critical intelligence to bear on the phenomenon of religion and particularly on its Christian and Catholic manifestations. "Critical" in the above description is used in the sense of exercising judgment in an ordered way. Intelligence includes not only rational objectivity, but also an awareness of one's experience, emotions, nonrational consciousness, and the presuppositions that one brings to the study of a particular religious tradition. To understand from within a religious tradition, to clarify one's attitudes, to take a stance, to decide what one's relation to religion is and will be is the work of critical intelligence. To initiate such critical and intelligent reflection is the aim of the religious studies program.

## REQUIREMENTS FOR RELIGIOUS STUDIES MAJOR

Students concentrating in Religious Studies must take a minimum of 30 semester hours. The required courses are the following: RST 330, 335, 350, 390, 430, and five RST electives. Each major's program of study should be approved by the department chair. In addition, the Religious Studies major must take two advanced Philosophy courses approved by the department chair.

## REQUIREMENTS FOR RELIGIOUS STUDIES MINOR

Students minoring in Religious Studies must take four RST courses beyond RST 100 and 120. Particular minors for student consideration are Christian Ethics, Religion In An Evolving World, Sacred Scripture, and Contemporary Theology. The program which a student chooses should be approved by the department chair.

## REQUIREMENTS FOR ALL STUDENTS

Three courses (9 semester hours): RST 100, 120 and one other RST course. STUDENTS ARE ENCOURAGED TO COMPLETE RST 100 AND RST 120 IN THE FIRST FOUR SEMESTERS OF THEIR PROGRAM. THESE TWO COURSES ARE A PREREQUISITE TO ALL OTHER RST COURSES.

## COURSES

## CREDITS

### **100 Foundations of Religious Thinking (3)**

This course introduces the student to a way of thinking that can be applied to questions about religion and religious beliefs. With this method as a tool, the students examine the following topics: the function of religion in giving meaning to the individual and society; the nature and function of religious language (myth, ritual, theology); the relationship between faith and reason (belief in God, the criteria for truth in religious language); the contemporary expression of Christian and Catholic beliefs.

### **120 Foundations in Moral Thinking (3)**

This course is an introduction to the sources and the validity of norms associated with a selected number of religious-moral frameworks. Particular emphasis will be placed on their applicability to a selected number of issues in a pluralistic society. A case study method will be used.

### **321 The Church in the Modern World (3)**

The Church develops her teaching on humanity, on the world which is the enveloping context of a person's existence, and on an individual's relations to other people in society. Consideration will be given to aspects of modern life and human society that touch us more closely, especially those questions, concerns, and problems which seem to have a greater urgency in our day, as the student reflects on the Church emerging from Vatican II.

### **322 Justice and Peace in Humanity (3)**

Cultural pluralism leads the Church to reaffirm the mission of education and foster truly Christian living in the development of the total formation of the person through the study of some of the social encyclicals. Participants will rediscover various ways to integrate faith and culture, leading the student to a personal integration of faith and human existence.

### **330 Understanding the Old Testament (3)**

An introduction to the study of the Hebrew Scriptures which serve as a bedrock for Christianity and western culture. Special attention is focused on the process by which the scriptures evolved against the backdrop of Israelite history.

### **333 Christian Sacraments (3)**

A study of Christian sacraments from the perspective of religious experience and symbol: Christ the primordial sacrament, the Church as sacrament, and a historical-liturgical examination of each sacrament.

### **335 Christian Ethics and Social Issues (3)**

Through lectures, readings, class discussion, speakers, and media, this course affords students an opportunity to explore the ethical dimensions of contemporary social issues, including the global food and population patterns, the distribution of the world's resources, economic development and trade, environmental concerns, and other related issues. Catholic teaching as represented in the social encyclicals and the contributions of Vatican II provides the framework for this consideration, which is grounded in Catholic moral theology and developed through a theory/praxis approach.

**336 Christian Marriage (3)**

The course is an investigation of the theology of Christian marriage. It examines the historical and theological development of marriage as well as the development of sexual attitudes in light of the teaching of the Second Vatican Council (e.g., *Gaudium et Spes*).

**350 Understanding the New Testament (3)**

This course examines the history, literature, and religion of primitive Christianity by means of contemporary methods of biblical interpretation; the course emphasizes reading, studying, and praying the Scriptures.

**390 World Religions (3)**

This course offers students the opportunity to examine the fundamental beliefs and forms of religious expression of the major world religions as well as several related forms of religious belief. It attempts to engage students through class presentations, media, and discussion in a long search for the meaning, purpose, and value of religion as a phenomenon in the world today.

**395 Christian Ethics and the Justice System (3)**

The course is intended to investigate the interplay of Christian ethics and the American Criminal Justice System. The student is introduced to the subject of ethics with emphasis on the ethical teachings of Christ and the Church. The results of this examination are then used to examine moral problems in law enforcement and the American legal system.

**400 Contemporary Catholic Theology (3)**

This course explores in depth the roots and development of Catholic Theology in scripture, tradition, and Church history. Current questions and a method of responding to Church problems while distinguishing essentials from nonessentials are examined.

**410 Contemporary Christian Spirituality (3)**

Spirituality concerns itself with the question of how to lead a deeply committed Christian life. The course begins with an overview of some of the major movements in Christian spirituality from New Testament times to the present. Then it raises the question of how best to live as a Christian in today's world.

**420 New Testament Letters (3)**

An examination of the development of Pauline theology, Christianity, and ecclesiology in the setting of the Roman Empire and Judaism existing in the first century. Consideration will be given to the apostle Paul and the emergence of Christianity from Judaism.

**430 Church History (3)**

A survey of the history of the Christian Church, including its roots in the New Testament, significant events and movements from the patristic era to the present, and major changes in worldviews that affected the articulation of the Christian faith.



**440 Jesus Christ Through History (3)**

"Who is this man, Jesus?" Some of the greatest minds of Western civilization have grappled with this question. Beginning with a study of the historical Jesus, this course will trace the development of some of the major explanations of the meaning of Jesus.

**450 Christian Ethics and Current Biomedical Issues (3)**

An examination of major current biomedical issues in the light of Christian ethical theory. Topics such as abortion, human reproduction engineering, genetic engineering, behavioral engineering, death, dying and euthanasia, and organ transplants will be discussed.

**460 Christian Ethics and Leadership (3)**

This course is designed to examine within a moral frame of reference the major contemporary themes associated with the crucial human activity of leadership. Particular emphasis will be placed on morally acceptable effective leadership in the light of fundamental Christian ethical themes and values. A selected number of case studies will focus on the American experience of leadership at home and abroad.

**498 The Jewish Experience (3)**

Judaism comprises a rich and varied religious tradition. The course examines the origins of Judaism, its codification in some of its great works, such as the Mishnah and the Talmud, its different manifestations in various times and cultures. Finally it will investigate contemporary forms of Judaism.

**499 Independent Study (1-3)**

Course work arranged for Religious Studies Majors seeking to pursue avenues of learning outside of the existing offerings of the department.

# **SOCIAL WORK**

*Chair: Stephanie Muri, M.S.W.*

The Social Work Department offers an accredited program leading to a Bachelor of Science degree in Social Work. The curriculum is designed to meet national standards for undergraduate Social Work education and for beginning generalist professional practice. The program has been fully accredited by the Council on Social Work Education since 1984.

Students in the Social Work Program who successfully complete the requirements for the Bachelor of Science degree in Social Work need not fulfill the requirements for a minor in another field.

## **REQUIREMENTS FOR SOCIAL WORK MAJOR**

Social Work majors qualify for entrance into the professional degree program by successfully completing SWK 100, and course work in other disciplines which can be used to meet the General Education requirements: BIO 110, GEO 210, PSY 100, SOC 110, one Psychology elective, and one Politics elective.

The required Social Work courses for the major, in addition to SWK 100, are SWK 203, 204, 315, 316, 320, 360, 403, 404, 410, 420, 430, 450, 470 and one Social Work elective. Finally, each Social Work major is expected to take three one-credit workshops designed to address issues concerning diversity, oppression, and populations at risk (SWK 090-099).

## **CURRICULUM COMPONENTS**

Following the orientation to the profession of Social Work provided in SWK 100, Social Work courses are arranged according to standard components of Social Work education: Social Policy (SWK 203 and 204), Human Behavior in the Social Environment (SWK 315 and 316), Research (SWK 403 and 404), Methods of Practice (SWK 320, 410, and 430), and Field Experience (SWK 360, 420, and 450). Each component must be taken in the required sequence.

The Field Experience offers a total of over 560 hours of professionally supervised internship in social service agencies. Electives and workshops on topics of special interest are offered each semester. In the final semester of the senior year, an integrative seminar is required, SWK 470.

In addition to the basic curriculum, students have the option of developing an area of concentration such as Gerontology, Alcohol and Other Drug Abuse, or International Practice. Students wishing to concentrate are guided by the department curriculum advisor to select an interdisciplinary cluster of relevant courses, and they may also select a field experience related to that area of concentration.

**REQUIRED COURSES**

**CREDITS**

**100 Introduction to Social Work**

**(3)**

A preliminary overview of the profession which gives special consideration to social work values and ethics and an in-depth look at the profession's commitment to society's most vulnerable populations. Students enrolled in this course complete a 28-hour volunteer experience by the semester's end.

**203 Social Problems Analysis**

**(3)**

An analysis of the major problems that lead to societal and personal dysfunction with emphasis on methods of prevention and treatment and the connections between public issues and individual difficulties.

*Prerequisite: SOC 110*

**204 Social Welfare Policy**

**(3)**

A course designed to afford students insight into the formation of policy, the history of Social Welfare, and its influence on social service delivery systems. Social welfare policy is viewed as a social problem-solving activity. United States policy will be compared to social welfare policy in other countries.

*Prerequisite: SWK 203*

**315 Human Behavior in the Social Environment I**

**(3)**

The first part of a two-semester course designed to offer students a knowledge base for understanding the relationships among social systems as they affect and are affected by individual behavior. Theories of human development through the life cycle from conception through young adulthood are discussed in addition to the principles and terminology of systems theory. An appreciation for social and cultural diversity is emphasized. Differences in experience based on gender, ethnic background, social class, and religion are addressed. *Prerequisite: Junior status*

**316 Human Behavior in the Social Environment II**

**(3)**

The continuation of SWK 315, which focuses on the life cycle from middle adulthood through later adulthood. The impact of various social systems (communities, groups, organizations, and families) on individual behavior and the interrelationships among these systems continues to be emphasized. Diversity issues to be addressed include sexual orientation, race, culture, and disablement. *Prerequisite: SWK 315*

**320 Methods of Practice I**

**(3)**

This course provides the foundations of generalist social work practice within the Systems framework. Basic practice principles and initial practice skills are studied, using a variety of classroom techniques to simulate client problem-solving situations. Emphasis is placed on the community context of social work and the use of resources. *Prerequisite: SWK 315. Social Work majors only*

- 360 Field Experience I and Seminar (3)**  
Students are introduced to the community setting of social work practice by placements in social service agencies under professional supervision for eight hours a week. Understanding of agency function and the community network of resources is a basic lesson. Data collection, referral, and supportive interviews are experienced. Learning objectives will be met through observation and direct practice. *Prerequisite: SWK 315. Social Work majors only*
- 403 Research Methods - I (3)**  
This two-semester course introduces students to the broad range of research tools available to social workers for use in improving the effectiveness and efficiency of their practice. Part I emphasizes the process of theory development, conceptualization, and hypothesis formulation across a broad spectrum of practice situations. Emphasis will be placed on research techniques that help students to better understand and address problems associated with race, gender, class, and individual differences. *Senior Social Work Majors only*
- 404 Research Methods - II (3)**  
In the second semester of this two-semester course, students will become familiar with the use of the computer in performing statistical operations. Students will design and implement a research project based on their current practice experience that is both relevant to the profession and of interest to them. *Prerequisite: SWK 403*
- 410 Psychosocial Assessment (3)**  
This course is designed to develop students' personal awareness and professional skills so that they may effectively undertake the first step in the problem-solving process: assessment. A systems approach emphasizing the interrelatedness of biological, psychological, and social factors will be used to examine the assessment process with individuals as members of families, groups, organizations, and communities. *Prerequisite: SWK 320*
- 420 Field Experience II and Seminar (6)**  
Supervised professional practicum in a social service agency suited to the individual student's specific practice interests for sixteen hours per week. Emphasis is placed on the application of systems theory to client situations and on the problem-solving process. Participation in a weekly seminar for discussion of field experiences is also required. *Prerequisite: SWK 320*
- 430 Methods of Practice II (3)**  
This course is designed to teach students how theories of human behavior are incorporated into and utilized with each step in the problem-solving process. At least five theories of practice are examined. Students are shown how each of these theories can be used to guide intervention activities with the person in the environment. *Prerequisite: SWK 320*
- 450 Field Experience III and Seminar (6)**  
This is the continuation of the placement from the previous semester. Learning is focused on exploring multiple theories and the application of various methods and intervention strategies. Participation in a weekly seminar for discussion of field experience and professional style is required. *Prerequisite: SWK 420*



**470 Senior Integrative Seminar (3)**

The object of this course is the integration of past learning, from social work courses as well as from the liberal arts foundation, into a beginning generalist practice framework. In addition, there is a job preparation unit in which students prepare their professional resumes and participate in simulated job interviews. *Prerequisite: SWK 430*

**090-099 Required Workshops on Populations-at-Risk**

Social Work Majors must select three of the following one-day workshops on topics of diversity and oppression that prepare students to understand and appreciate cultural and social differences among individuals and groups.

**SWK 094 Sexual Orientation: Gay and Lesbian Issues**

This workshop will identify some of the life situations and crises affecting gay/lesbian individuals. Focus will be on myths and misinformation surrounding gay and lesbian people.

**SWK 095 Ageism in America**

Specific problems faced by the elderly and causes of these problems will be discussed. Role-playing and experiential exercises will provide opportunity to understand the elderly as a significant force in our society.

**SWK 096 Sexism in Contemporary Society**

This workshop will assess the impact of sexism on both men and women and examine issues of sexual inequality and sexual harassment. Strategies for combating sexism will be addressed.

**SWK 097 Racism and Its Impact**

Sources of prejudice and discrimination will be emphasized along with impact upon human growth and development. Strategies to deal with discrimination and understanding present-day racial relations will be viewed.

**ELECTIVES**

**330 Women's Issues Today (3)**

Using a social systems approach, this course presents a model for understanding women as individuals struggling with personal problems and as a social group affected by society and its institutions.

*Prerequisite: PSY 100 or SWK 203*

**340 Working with Children and Youth (3)**

A study of the developmental tasks of childhood and adolescence, using a social systems framework to highlight the impact of families, schools, communities, and society. Basic intervention skills are taught, and special attention is given to children at risk. *Prerequisite: PSY 100 or SOC 110*

**350 Working with Families (3)**

Presentation of a unified and comprehensive view of the family, including family policy, family theory, and family therapy. Analysis centers on the family as a system, the family in relation to other systems, the family as a unit of interaction, and the individual within the family. Emphasis is on specific skills to work with cultural diversity and families at risk. *Prerequisite: SOC 110 or PSY 100*

**370                    Understanding Social Work Practice through Fiction, Drama, and Poetry                    (3)**

This course is designed to help students to become more aware of and sensitive to a variety of social, cultural, racial, and interpersonal system issues that tend to be outside our realms of experience, through an examination of selected works of literature.

**380                    Working with People in Groups                    (3)**

Using an experiential model, this course is designed to prepare students as group facilitators. The interactional process as a form of mutual aid, decision making, and enhancement is described. Group services in a variety of settings and with diverse target populations are examined. *Prerequisite: PSY 100 or SWK 100*

**390                    Working with Abusers of Alcohol and Other Drugs                    (3)**

This course serves as a foundation for students to gain an understanding of the impact of alcohol and other drugs on the individual, family, and society. Emphasis is on the beginning knowledge base for early intervention, identification, and assessment. Theories of treatment are also discussed. This course is of value for students who have an interest in the alcohol or other drug fields and those who will work in any of the helping professions.

**399                    Special Topics                    (3)**

Courses of special interest on current issues in the human services determined by the department and offered on an irregular basis.

**499                    Independent Study                    (3)**

Supervised study in an area not available in regularly scheduled courses. *Prerequisite: Proposal approved by social work faculty*

**080-089            Elective Workshops**

These workshops are intended to prepare students to deal with special populations, programs, problems, and techniques of Social Work. These include 088/SED 099 Learning Unlimited and 089 Volunteerism in the Nineties.

# SOCIOLOGY

*Acting Chair:* Virginia Walsh, RSM, Ed.D.

The Department of Sociology offers to all students a frame of reference to view the modern world and their place in it; to raise their consciousness about social issues and problems; and to lay the foundation for responsible citizenship. For those students specializing in Sociology the department offers the educational opportunities necessary for professional employment and graduate study.

## CURRICULUM

The curriculum has been organized so that the student will have a conceptual framework for the study of sociology. The course plan includes the basic course SOC 110 plus SOC 211, 311, 412, and 470. Other courses concentrate on specific institutions, groups, and problems.

## REQUIREMENTS FOR THE MAJOR

Students interested in majoring in Sociology must complete SOC 110, 211, 311, 412, 470, 490, and an advanced Sociology elective. In addition, four (4) Sociology courses, 12 semester hours, must be completed from a selection of Sociology electives. The total number of credits for the major is 30 semester hours.

## REQUIREMENTS FOR SOCIOLOGY MAJOR WITH A MULTICULTURAL CONCENTRATION

Students desiring to major in Sociology with a concentration in Multicultural studies must complete SOC 110, 211, 214, 220, 311, 412, 470, and 490. In addition, six (6) semester hours must be completed from a selection of Sociology electives. The total number of credits for the Sociology Major Multicultural Concentration is 30 semester hours.

## REQUIREMENTS FOR THE MINOR

Students interested in minoring in Sociology must take SOC 110, 211, 311, and three Sociology electives for a total of 18 credits.

## COURSES

## CREDITS

### **110 Introduction to Sociology**

**(3)**

An introduction to the analysis of sociocultural behavior with emphasis on the development of the social individual, collective and group behavior, social institutions, and culture.

- 211 Race and Ethnic Relations (3)**  
 American society, both past and present, has been shaped largely by the fact that almost all of its inhabitants are either immigrants or the descendants of immigrants. This course will focus on their history, their social relations, and the conflicts which arise when people of different races and cultures come in contact with one another. *Prerequisite: SOC 110*
- 214 Sociology of the Family (3)**  
 A course designed to examine the organization of the family, its structures, functions, and changes. Through research and field experiences, students will explore the nature of social order and the disorder of today's family systems and family groups. *Prerequisite: SOC 110*
- 219 Population (3)**  
 A study of the social causes of population change and stability. *Prerequisite: SOC 110*
- 220 Urban Sociology (3)**  
 This course will explore one of the most vital and exciting of human creations—the city. The approach to the study is sociological, reflecting the contributions of early and contemporary sociologists, as well as up-to-date information on current urban issues. *Prerequisite: SOC 110*
- 243 Women in Society (3)**  
 Drawn from various fields of knowledge, the content of this course is presented within the historical and cultural contexts of American society. The search for a broader view of today's women is focused on current research related to those ideas, institutions, and patterns of behavior that affect women's position today.
- 261 Medical Sociology: Physical and Mental (3)**  
 A consideration of health and illness from a sociological perspective. The causes, frequency, effects, and treatment of both physical and mental illness will be studied. *Prerequisite: SOC 110*
- 311 Sociological Theory (3)**  
 An introduction to the nature of sociological theory and the major theoretical developments that have shaped the field of sociology. *Prerequisites: SOC 110 and Junior standing*
- 317 Deviant Behavior (3)**  
 An analysis of behavior which is considered socially prohibitive. Through selected reading and from a number of theoretical perspectives, students will explore the ways in which society defines deviance and the deviant, the roles individuals and groups play in the labeling of deviant behavior, and the means society uses to control and eliminate such behavior. *Prerequisite: SOC 110*
- 362 Sociology of the Aging (3)**  
 An introduction to some of the theories of aging and a consideration of the effect of aging on the people of the world. *Prerequisite: SOC 110*



## 371      Sociology of Religion

(3)

A concentration on the social dimensions of religion and those aspects of religion which relate to social behavior. The course will also examine religious groups and institutions, the behavior of individuals in these groups, and the conflicts that exist between and within groups. *Prerequisite:* SOC 110

## 399 Special Topics

(3)

Courses of particular sociological interest are determined by the department and offered on an irregular basis.

## 412 Research Methods in Sociology

(3)

A course which examines the process and techniques of sociological research from the initiation of the project through research design and data collection.  
*Prerequisites:* SOC 110, STA 200, and Junior standing

## 470 Coordinating Seminar

(3)

For Sociology Majors only. *Prerequisite: Permission of department chair*

**490 Internship**

(3)

## 499 Independent Study

(3)

Supervised study in an area not available in regularly scheduled courses.

*Prerequisite: Proposal approval by Sociology Department*

## **THEATRE ARTS**

*Chair:* Bernard G. Masterson, Ph.D.

Theatre is a collaboration of many art forms. Its appreciation and understanding can lead to a perceptual and sensitive career. The theatre curriculum at the University provides students the opportunity to master the literary background of the theatre and to acquire skills and techniques in preparation for professional theatrical careers. The curriculum is designed to aid the student in understanding the correlation between the theoretical and the pragmatic aspects of class work with productions. Opportunities are available for the theatre student to work with the staff on an individual basis both in main stage productions and in studio presentations.

### **REQUIREMENTS FOR THE THEATRE ARTS MAJOR**

Students electing to major in Theatre Arts must complete the following core requirements: THE 101, 102, 201, 211, 212, 231, 302, 335, 401, 461, and 490. In addition to the 33 required semester hours, Theatre Arts Majors must also complete 4 credits in Dance and 4 credits in voice/music.

### **REQUIREMENTS FOR THE THEATRE EDUCATION MAJOR**

Students electing to major in Theatre Education must complete the following core requirements: 001, 101, 102, 212, 302, 305, 335, 360, 461, and 490. In addition to the 28 required semester hours in theatre, students must also satisfy the requirements of the Education Department.

### **REQUIREMENTS FOR THE THEATRE ARTS MINOR**

Students electing to minor in Theatre Arts must take at least 18 credits. Core requirements are THE 101, 102, 212, 231, 302, and 335.

### **REQUIREMENTS FOR THE TECHNICAL THEATRE MINOR**

Students electing to minor in Technical Theatre must take at least 21 credits. Core requirements are THE 101, 212, 231, 333, 335, 336, and 454.

## **REQUIREMENTS FOR DANCE MINOR**

The Dance Minor is designed for a four-year period. Students may choose to complete a minimum of 18 credits within the four years. Since dance is a somewhat individual art form, careful consideration will be given to students who have had prior dance training. In such cases, students may apply for the University's Challenge Exams and/or Life Experience credits up to a maximum of six credits. Core requirements are THE 151, 152, 251, 252, 335, 353, 354, 356, 403, and 452.

## **REQUIREMENTS FOR THE THEATRE EDUCATION MINOR:**

Students electing to minor in Theatre Education must consult with the chairs of the Education and Theatre Departments.

### **COURSES**

### **CREDITS**

#### **101 Introduction to Theatre Arts**

**(3)**

This course will offer students an overview of the many aspects of contemporary theatre, including the Broadway Stage, the Hollywood scene, Television Media, theatre history, dramatic criticism, and facets of production both performance and technical.

#### **102 Acting I: Fundamentals of Acting**

**(3)**

Through observation, practice, creative movement, dramatic play, and characterization, the student explores improvised drama to be used as a technique in his/her career or in everyday life.

#### **151 Introduction to Movement**

**(1)**

To teach the student the fine art of movement, to allow the student to be comfortable and effective in his or her physical communicative skills.

#### **152 Classical Ballet**

**(1)**

This course is designed to give beginning students a basic understanding and knowledge of classical ballet. Basic ballet, barre work, and center work will be covered.

#### **201 Acting II**

**(3)**

A lab class governing the various styles of acting. The actors physicality, which includes speech and movement, will be emphasized.

#### **211 Theatre History I**

**(3)**

Surveys the theatre from its classical beginning to the Restoration era, emphasizing the development of the physical theatre and dramatic forms. Field trips to local stage houses and attendance at plays in the area will be included when feasible.

#### **212 Theatre History II**

**(3)**

A study of the theatre from the Modern Period to the Contemporary Scene.

**231            Makeup I: Stage, Television, and Film            (3)**

The course introduces the student to the basic concepts of makeup as an illusionary technique in the performing arts. A combination of character study, painting, lighting, and three-dimensional form as it applies to facial anatomy will be emphasized. The student will also be introduced to the art of mask making and the various techniques required for stage, film, television, and advertising. An historical perspective of makeup styles and fashions will also be studied. Along with the theoretical aspects of makeup, the student will be exposed to the practical aspects of stage makeup by completing a required number of laboratory hours during the semester's scheduled productions.

**232            Makeup II: Prosthetic Techniques            (3)**

The course involves the students with the materials and techniques necessary for the making and application of three-dimensional prosthetic makeup. Special emphasis is placed on developing a working knowledge of facial anatomy and sculpture as it applies to makeup for film, television, and stage. Students will be required to design an original three-dimensional makeup using a minimum of three cast pieces. Demonstrations will include an introduction to the making of foam latex appliances, ventilated hairpieces, and false teeth for theatrical use. *Prerequisite: THE 231 or permission of the instructor. Lab hours required.*

**251            Modern Dance            (1)**

An introductory course acquainting the student with the principles of movement. Included will be the study of breath, kinesthesia, centering, and projection.

**252            Jazz Dance            (1)**

This basic course in jazz dance will cover jazz-walks, arms, steps, turns, and combinations. It is a good exercise course as well as a dance course.

**302            Acting III            (3)**

The course focus is on eclectic acting styles in the Contemporary Theatre, along with selecting and presenting scenes from this period. This course further develops the actor's speech. Careers in the theatre are studied, and the preparations (auditioning, head shots, resumes) for such careers are emphasized.

**305            Methods and Material of Teaching Theatre            (3)**

Teaching theatre in the school curriculum is the main focus of this course. Visitation to area schools that have theatre in their curriculum will be made available.

**334            Costume Design            (3)**

The theoretical and practical aspects of costuming for the theatre are covered through a lecture-laboratory format. The history of fashion and theatrical costume is studied in conjunction with basic costuming design concepts, techniques of rendering costume plates, the evolution of a stage costume, fabrics, pattern drafting, and special materials. At least 20 hours of laboratory work are required.



**335 Stagecraft**

A practical study of the fundamentals of stage carpentry will include training in the proper use of tools and various scenic materials. The course is designed as a studio course in which students will work on individual projects and on the construction of scenery for main stage and laboratory productions. Lab hours required.

## 336 Introduction to Theatre Design (3)

Scene design emphasizes practical application of basic design principles to modern staging methods. This course stresses the function of scene design in its relation to the play and the visual contribution of design to the production as a whole. Lab hours required.

## 343 Theatre for Young People (3)

This course centers on the presentation of plays for children; procedures are developed as to the play's selection, preparation of the scripts, casting, rehearsing, and producing.

## 344 Readers Theatre (3)

Students practice selecting, adapting, and arranging a variety of written materials for group performances.

## 353 Tap Dance (1)

A rudimentary course in the art of tap dancing. Students will be expected to wear proper dance attire as well as tap shoes.

**354 Ballroom Dance (1)**

Basic instruction will be given in musical recognition, rhythm, posture, dance steps, lead and follow, and style.

## 356 Kinesiology for Dancers, Actors, and Athletes (3)

A study of the structure and functions of the human body, allowing for an awareness of its innate capabilities in movement.

360-362    Production I, II, III    (1-3)

This course focuses on the real theatre by offering the student the opportunity to acquire academic credit through creative participation in one of the University's main stage productions. Choices of production include acting, scenic and lighting design, set construction, property construction, stage management, box office management, publicity, makeup, and costume design. \*The course may be taken for one, two, or three credits. *Prerequisite: Permission of the instructor. Freshmen may not take this course.*

**401      Acting IV: Film and Television      (3)**

Stage techniques adapted, modified, and condensed for acting in film and television.

## 403 Dance History (3)

The history and development of dance from the Classical Period to the 20th century.

**452                    Choreography (Audition required)                    (3)**

Choreography is the key to this course, which culminates in a dance concert or musical comedy when feasible. Costuming, music, and lighting, as they enhance the dances, will be included.

**454                    Advanced Lighting and Scene Design                    (3)**

Theories and techniques of lighting and scene design will be studied. Emphasis will be placed on script analysis, instrumentation, equipment characteristics, and use of color. Lab hours required.

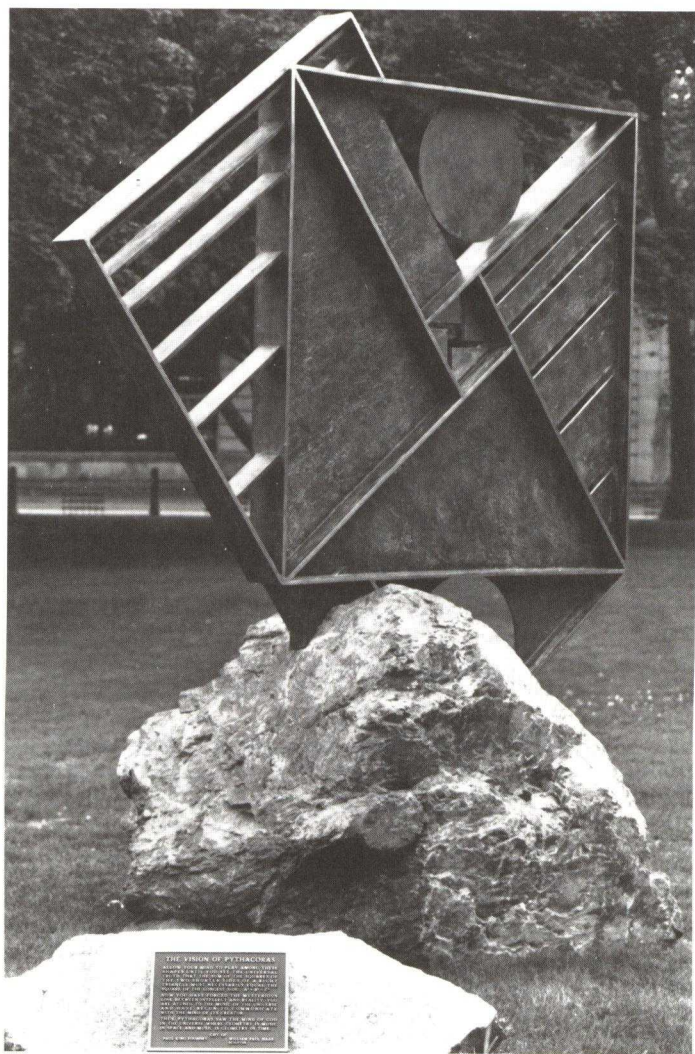
**461                    Directing                    (3)**

Instruction and practical experience in the art of staging plays. Explores selection of material, script analysis, casting, rehearsal procedures, techniques of communication with the actor, and the coordination of scenery, lighting, costumes, makeup and theatre management into a unified production.

**490                    Senior Seminar                    (3)**

Senior theatre majors will prepare and perform in Senior Thesis Shows at the end of the semester. Each senior will have a half hour or less to exhibit his or her techniques and skills in acting, voice, and choreography. Students also have to be responsible for all technical aspects of their thesis.

**499                    Independent Study in Theatre                    (1-3)****Workshops — Special Topics in Theatre                    (1-3)**



*Vision of Pythagoras, by Rhode Island artist William Paul Haas, is located on the east terrace of the O'Hare Academic Center.*



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